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ABSTRACT

Designed to accompany Surviving Today's Experiences and Problems Successfully (STEPS) for 9th and 10th grade home economics courses, this volume consists of individualized learning packages dealing with four areas: management/family economics, human development, housing, and foods/nutrition. The book is divided into four parts. First, the teacher's section contains a summary sheet for each module, any supplementary information needed, and a check-out activity and answer key. Provided next are student modules. Each of these contains objectives, learner activities, student information, and student self-checks and keys. Included among the topics addressed in the course are the following: shopping with skill, problems with drugs and alcohol, methods of birth control, choosing toys and play materials for preschool children, handling conflicts in relationships, living with the elderly, helping children cope with fears, altering draperies, painting a wall, refinishing furniture, pruning shrubs, caulking seams and cracks, unclogging a drain, monitoring the home for electrical hazards, maintaining a safe kitchen, understanding label information and unit pricing, preserving food, cooking and baking, and nutrient needs. (MN)

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HOME FOR STEPS

HOMEMAKING OPPORTUNITY MODULES FOR EDUCATION

for use with
SURVIVING TODAY'S EXPERIENCES AND PROBLEMS SUCCESSFULLY

Compiled from

Competency Based Modules

Based on V-TECS Catalogs

The West Virginia Board of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia
25305

In cooperation with
The Department of Home Economics
Marshall University
Huntington, West Virginia
25701

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PREFACE

It is with the greatest pleasure that we bring you the West Virginia developed Competency Based Curriculum entitled Home for Steps. This material is designed to accompany the Steps home economics curriculum for ninth and tenth grade and was developed from V-TECS Homemaker Catalog. The modules were developed by a consortium of the following four states: West Virginia, South Carolina, Kentucky and Maryland.

This material was disseminated to West Virginia vocational educators at the Annual Vocational Education Conference in August of 1982 at West Virginia University.

Additional copies of this curriculum are available from;

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(Toll-free) 800-642-2670 (from WV)
or 304-372-8673

I trust this material will help your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

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The cover for this curriculum material was designed by Ann Watts.

ACKNOWLEDGEMENTS

This publication is designed to accompany the STEPS home economics curriculum for ninth and tenth grade. Included are competency-based individualized learning packages based on V-TECS task surveys from the Homemaker Project that are suitable for use with STEPS.

In 1976 five member states of the Vocational Technical Education Consortium of States (V-TECS)--Alabama, Florida, Kentucky, South Carolina, and Tennessee--completed an analysis of tasks for the occupation of homemaker. Since that time three of these states plus West Virginia developed competency-based learning packages based on the tasks thus identified.

The modules herein were developed by this consortium. The states and home economics areas are as follows:

MFE - Management-Family Economics - West Virginia Bureau of Vocational, Technical and Adult Education, through a project with June Veach, graduate student at West Virginia University.

HHF - Housing and Home Furnishings - State Department of Education, Home Economics Section, Office of Vocational Education, Columbia, South Carolina and Vocational Media Center, Clemson University, Clemson, South Carolina.

F - Foods and HD - Human Development - Kentucky Department of Education, Division of Vocational and Technical Education, and the University of Kentucky.

C - Clothing - Maryland State Department of Education, Division of Vocational-Technical Education, and the University of Maryland.

Only minor changes were made in the Student Materials developed by other states. The Teacher's Section includes a shortened version of the materials. A change made in both sections is that all materials in the Foods area are identified herein as Foods and Nutrition. The last four modules on Nutrition were developed in West Virginia at Marshall University.

This curriculum material was compiled and edited under grants from the Bureau of Vocational, Technical, and Adult Education, West Virginia Department of Education.

Available from:

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INTRODUCTION

This publication contains individualized learning packages for use with STEPS. In some instances it is suggested that the packages become part of the lesson or classroom experience. In other instances the packages may be used individually by students in extended learning experiences. The teacher will need to review the packages to determine which approach will be best for students in individual schools.

Much of the information needed for students to complete the packages is included within the packages. However, some supplementary books, filmstrips, etc. may be needed. These are listed on the introductory pages for each module in the Teacher's Section of this book.

The book is divided into two parts. First, the Teacher's Section contains a summary sheet for each module, any supplementary information needed, and a Check-out Activity. The Check-out Activity may be a performance based check sheet or a cognitive test. Wherever tests are included, keys are also included. The Teacher's Section includes transparency masters, bulletin board sketches, and other instructional material that does not need to be duplicated for individual students.

The second portion of the book contains Student Modules. These may be duplicated and made available to students on an individual basis. When the student completes the module, an appropriate Check-out Activity will be given. Modules contain objectives, learner activities, student information, and student self-checks with keys.

Within the STEPS curriculum, modules will be referred to as HOME/STEPS modules, followed by the module code, number, and title. The module number will be preceded by letters designating the home economics area: for example--HOME/STEPS Module HD-11A will be a Human Development module.

A Table of Contents follows that shows the first page number of all modules included in this publication for both the Teacher's Section and Student Materials. The STEPS curriculum indicates where modules may be used in the course.

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Slide/tape sets have been developed by Kentucky for the following modules.

- F-7 Basic Egg Cookery (2)
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- F-15 Selecting and Storing Foods
- F-17 Cooking Pasta
- F-18 Making Casseroles Using Meat, Seafood, or Fowl (2)
- F-19 Using the Microwave
- F-20 Using and Caring For Small Appliances
- F-21 Food Preservation (2)
- F-22 Preparing Dehydrated and Stewed Vegetables and Fruits
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- F-28 Frying Eggs
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- F-31 Making Protein Salads
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HD-18 Teenage Pregnancy (tape only)

HOME FOR STEPS

INSTRUCTOR'S MANUAL

MODULE MFE-47: SHOPPING WITH SKILL

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RECOMMENDED REFERENCES

TOPIC: Shopping.....	1
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Kelly & Chamberlain, SURVIVAL, pages 213-222

Oppenheim, Irene, CONSUMER SKILLS, pages 64-94

CHECK-OUT ACTIVITY

Part 1. Define the following terms used in the marketplace.

1. Housebrand
2. Unit Pricing
3. Warranty
4. Generic Brand
5. Impulse Buying
6. Open-Dating

Part 2. List 10 ways to be a more skillful shopper.

CHECK-OUT ACTIVITY KEY

Evaluation:

Key:

1. Select an item or product for the student to investigate that is available in your community and that the student would be buying either now or later. Check to see that student has compared the available brands of that product in cost, features, usefulness, ingredients, etc., and that student has made the best selection possible.

2. Possible answers:

Plan ahead.

Set a money limit.

Do comparison shopping.

Avoid impulse buying

Check out the merchandise carefully.

Look for flaws.

Read the label.

Check generic brands before buying.

Buy large only when it saves money.

Buy only after seeing product.

Shop for sales, but only buy if needed.

Check with consumer agencies and sources.

Know sales terms.

Look for endorsements and seals of approval by agencies or stores.

Learn about frauds and deceptions and how to spot them.

Consider shopping at thrift shops, rummage sales, and garage or yard sales.

Look at the warranty or guarantee.

MODULE MFE-49: BUYING HEALTH AND GROOMING SUPPLIES

CONTENTS OF MODULE

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<u>EVALUATOR'S FINAL CHECKLIST: BUYING HEALTH AND GROOMING SUPPLIES.....</u>	7	Instructor's Manual

RECOMMENDED REFERENCES

- TOPIC: Buying Health and Grooming Products..... 1
- George, Richard, THE NEW CONSUMER SURVIVAL KIT, 1978
- "A Primer on Medicines", U. S. Department of Health, Education & Welfare, 1976

CHECK-OUT ACTIVITY

1. Read the case study below. Answer the questions following.

Bill Blake needs a deodorant. He decided that an unscented, anti-perspirant in a roll-on container was the best form for him. However, several different brands come in this form. From among them, Bill wants to select a safe, effective and economical product. Help him by completing the remainder of the worksheet.

1. List 5 ways that Bill can check on the safety of the product.
2. List 5 ways that Bill can check on the effectiveness of the product.
3. List 5 ways that Bill can obtain an economical product.

CHECK-OUT ACTIVITY KEY

Possible answers:

Safety: Printed warning on label?
Does warning apply to student?
Are you allergic to ingredients?
Reaction of ingredients to other products student is using?
FDA rating of product?
Consumer publications rating?
Rating of druggists, doctors or dentists

Effectiveness: FDA rating?
Right ingredients for effectiveness?
Ratings of druggists and doctors?
Ratings of consumer materials?
Does it do the job?

Economy: Unit price?
Coupons with cents off?
Lower priced deodorant with same ingredients?
Generic drugs?
Is the large size a bargain?

PROBLEMS WITH DRUGS AND ALCOHOL

CONTENTS OF MODULE

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RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: The use and abuse of drugs and alcohol. 2
 Guidance Associates. "Me, Myself . . . And Drugs,"
 (three filmstrips and three cassette tapes).

OR

Guidance Associates. "Drug Information."
 (four filmstrips, four records, and four cassette
 tapes).

RECOMMENDED REFERENCES

TOPIC: The use of drugs and alcohol. 1
 Sasse, Person to Person, 1978 edition.

Student Information

OPERATION AWARENESS

1. Define the term "drug."
A drug is a chemical substance other than food that causes changes in the body. The changes caused by a drug may be beneficial or harmful.
2. Find the difference in the terms "drug use," "drug misuse," and "drug abuse" as described by the United States government.
 - Drug use is "taking a drug for its intended purpose, in the appropriate amount, frequency, strength, and manner."
 - Drug misuse is "taking a substance for its intended purpose, but not in the appropriate amount, frequency, strength, and manner."
 - Drug abuse is "deliberately taking a substance for other than its intended purpose, and in a manner that can result in damage to the person's health or ability to function."
3. There are two types of drug addiction: physical and mental. Describe each.
 - Physical addiction indicates that the body has undergone chemical changes and requires larger doses of the drug.
 - Mental addiction indicates that the body does not require the drug, but the person needs it for emotional security.
4. List common symptoms of physical addiction withdrawal.
 - dizziness
 - nausea
 - headaches
 - sweating
 - shaking
 - cramps
5. List common discomforts felt by a person who stops using a mentally addictive drug.
 - nervousness
 - irritability
 - mental distress
6. List the dangers of smoking.
 - Nicotine is believed by many scientists to be a cancer causing agent.
 - May cause heart problems
 - May cause emphysema
 - May cause other lung diseases

7. List common "withdrawal" symptoms when a person quits smoking.

- May feel dizzy
- May feel drowsy
- May have chills
- May have shakes
- May have headaches
- May have constipation
- May have diarrhea
- May show signs of nervousness
- May be tense
- May be short-tempered

8. How does alcohol affect the body?

It first depresses the brain areas of judgment and reason. Then, it affects the emotional centers. Finally, it affects coordination and balance. The person may fall into a stupor.

9. Complete the following chart:

KINDS OF DRUGS		
Drugs	Effects On Body	Dangers Associated With Their Use
NICOTINE	--Changes the user's mood by giving a "lift" --Speeds up heart and breathing rates --Curbs the appetite --Influences reproduction	--Lung cancer --Heart problems --Lung diseases --Pregnant women have smaller babies
ALCOHOL	--Slows down the body processes: mental abilities and physical reactions.	--Accidents due to slowed reflexes and poor sense of judgment --Brain damage --Liver ailments --Malnutrition
DEPRESSANTS Barbituates Tranquilizers	--Calm the body --Relieve nervousness and insomnia --Used to treat forms of epilepsy and high blood pressure	--Accidents due to poor judgment and slower reaction --Are addictive --Cause persons to be cross and quick-tempered

Drugs	Effects On Body	Dangers Associated With Their Use
STIMULANTS Cocaine Amphetamines	--Speed up the nervous system --Curb tiredness and sleepiness --Depress appetite --Increase heart rate --Raise the blood pressure	--Long-term mental illness --Death --Exhaustion --Malnutrition --Self-destructive depression --Hepatitis (from a contaminated needle)
NARCOTICS Opium and drugs made from it: heroin morphine paregoric codeine	--Slow down the body functions --Reduce hunger, thirst, and sex drive	--Are addictive --Severe withdrawal discomfort --Abusers resort to theft, prostitution, etc. --Malnutrition
HALLUCINOGENS LSD	--Rapid pulse and heart rate --Rise in blood pressure and temperature --Pupils dilate --Hands and feet may shake --Chills and shivering --Mental perception and reality become distorted	--Users may become mentally dependent --Panic reactions that can cause death --Mental illness
MARIJUANA	--Rapid heart beat --Lowers body temperature --Eyes redden --Mental distortions --Inflammation of mucous membranes and bronchial tubes	--Harmful to lungs --May cause mental dependence

10. List the reasons people use drugs.

- Negative self-concept
- Peer pressure
- Family influence
- Curiosity
- Escape

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OUTLINE FOR OPEN WORKSHOP

Pharmacist

- Point out the positive aspects of drugs.
- Caution students to take only medicines prescribed by a doctor.
- Denote the difference between prescription drugs and over-the-counter drugs.

Law Officer or Lawyer

- Point out the laws regarding the use of drugs.
- Point out the consequences of breaking the law.
- State the statistics of drug-related deaths and accidents.
- Tell how to identify drug use and abuse.

Representative from Alateen, Al-Anon, and/or Alcoholics Anonymous and Narcotics Anonymous

- Tell about the origin of the organization, its purpose, its services.

Former Drug User/Abuser

- Point out the reason(s) for taking drugs.
- Tell about decision to stop taking drugs.
- Tell about "withdrawal."
- Tell about present personal feelings.

Doctor or Health Professional

- Identify drugs that are often abused.
- Tell how these drugs affect the body.
- Tell what the long-term results may be on the body after continued use of drugs (include tobacco and alcohol).

ORGANIZATIONS TO WRITE FOR INFORMATION
ON DRUGS AND ALCOHOL

ALCOHOL

Alcoholics Anonymous
Box 459
Grand Central Station
New York, NY 10017

Al-Anon Family Group Headquarters, Inc.
P.O. Box 182
Madison Square Station
New York, NY 10010

American Red Cross (for the Alcohol Information Module)
c/o Youth Service Division
18th and East Streets, N.W.
Washington, D.C. 20006

Kentucky Alcoholism Council
629 North Broadway
Lexington, KY 40504

National Clearinghouse for Alcohol Information
Box 2345
Rockville, Maryland 20852

DRUG ABUSE

Narcotics Anonymous, Inc.
P.O. Box 344
Torrance, California 90501

National Clearinghouse for Drug Abuse
5600 Fishers Lane
Rockville, Maryland 20857

Pharmaceutical Manufacturers Association
1155 Fifteenth Street NW
Washington, D.C. 20005

Check-Out Activity Sheet

DRUGS AND ALCOHOL

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the learning Activities provided in the module.

Directions: Answer the following questions.

1. Define the following words:
 - a. Drug
 - b. Drug use
 - c. Drug misuse
 - d. Drug abuse
 - e. Withdrawal
 - f. Drug addiction
2. List four reasons people use drugs.
3. The best treatment of the drug abuse problems is _____.
4. List four ways to help prevent drug abuse.
5. List four things you should do when drug abuse is suspected.
6. List five symptoms of drug abuse.

Check-Out Activity Sheet

ANSWERS

DRUGS AND ALCOHOL

1. Define the following words:
 - a. Drug - a chemical substance other than food that causes changes in the body. The changes caused by a drug may be harmful or beneficial.
 - b. Drug use - "taking a drug for its intended purpose, in the appropriate amount, frequency, strength, and manner."
 - c. Drug misuse - "taking a substance for its intended purpose, but not in the appropriate amount, frequency, strength, and manner."
 - d. Drug abuse - "deliberately taking a substance for other than its intended purpose, and in a manner that can result in damage to the person's health or ability to function."
 - e. Withdrawal - the condition that exists in a person when he/she has stopped taking a drug after becoming dependent on it. Physical withdrawal symptoms include dizziness, nausea, headaches, sweating, shaking, and cramps. Mentally addicting drugs cause nervousness, crossness, and mental distress when one stops taking them.
 - f. Drug addiction - becoming dependent on a drug
2. List four reasons people use drugs.
 - Negative self-concept
 - Peer pressure
 - Family influence
 - Curiosity
 - Escape
3. The best treatment of the drug abuse problems is prevention.
4. List four ways to help prevent drug abuse.
 - Teach young children the proper use of drugs.
 - Set a good example for children and young people.
 - Provide an environment of love and understanding.
 - Encourage physical and intellectual activities that focus on the health and well-being of the body and the mind.
 - Accept people for who they are.
 - Know about the growth and development of children.
 - Discipline with love.
 - Promote citizenship.
5. List four things you should do when drug abuse is suspected.
 - Do not panic.
 - Seek professional help such as that from a doctor, counselor.
 - Keep the lines of communication open.
 - Maintain a sense of trust.
 - Avoid stereotyping.
 - Avoid scare or threat tactics.
6. List five symptoms of drug abuse.
 Student Information, HOW TO PREVENT AND TREAT DRUG ABUSE, provides a list of symptoms for drug abuse. Any of these symptoms are acceptable answers for this question.

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this Manual OR you may want to write your own letter.)

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IDENTIFYING THE PARTS OF THE MALE REPRODUCTIVE SYSTEM. . .	4	8-9
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Evaluator's Final Checklist

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS.	10	Instructor's Manual
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Check-Out Activity Sheets

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RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Parts and functions of the male and female reproductive systems	5
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Guidance Associates, "Understanding Human Reproduction: Part I," (one of a two filmstrip set with record and cassette tape).

TOPIC: Conception	8
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Guidance Associates, "Understanding Human Reproduction: Part II," (one of a two filmstrip set with record and cassette tape).

SUGGESTED LETTER TO PARENTS

Directions to the Instructor: Our school systems vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parent permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at _____ between the hours of _____ and _____.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

Home Economics Teacher_____
Parent's Signature of Approval/Date

30

CALL-OUT BINGO



GENERAL INSTRUCTIONS FOR CALL-OUT BINGO

Directions for the instructor:

1. Give each student a Call-Out Bingo Sheet and a list of Call-Out Bingo Terms.
2. Instruct the student to write a term in each of the empty spaces on the bingo sheet.
3. Provide covers for the bingo spaces, e.g., corn, beans, tiny squares of paper, etc.
4. Indicate the type of game pattern to be played during each round in the game. See Instructor's Manual, p. , WAYS TO WIN PLAYING CALL OUT BINGO.
5. In CALL OUT BINGO, the teacher calls out at random the statements of information or definition. Then, any student in the group "calls out" the answer. If the student's response is correct, the teacher acknowledges that it is correct. Any student in the room with the correct term on the bingo card may cover it.
6. If tables, teams, rows, or groups play together, everyone in the grouping wins if one member wins. Thus, each student, regardless of his/her academic ability, feels he/she can win. All members of the winning team are rewarded. Rewards may be a treat for the group, extra points, hard candy, popcorn, or you may elect not to reward at all.
7. Marking statements called out each time with a different color mark or different marks as ✓, X, *, etc., each time assures the teacher that all statements have been used and gives a double check when a student wins the round.
8. After playing several games of group CALL OUT BINGO, you may have the students to play SILENT BINGO in which groups or individuals can play to win. (In group SILENT BINGO, members may share correct answers by whispering.)

THE HUMAN REPRODUCTIVE SYSTEMS

CALL OUT BINGO TERMS

Cervix

Clitoris

Ejaculatory duct

Epididymis

Estrogen

Fallopian tubes

Foreskin

Genitalia

Glans

Hymen

Labia

Ovary

Penis

Prostate gland

Scrotum

Seminal vesicles

Testes

Testosterone

Urethra

Uterus

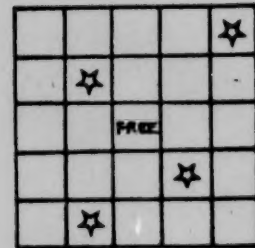
Vagina

Vaginal opening

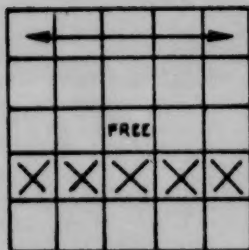
Vas deferens

Vulva

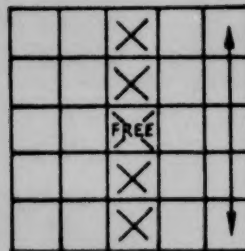
WAYS TO WIN PLAYING CALL-OUT BINGO



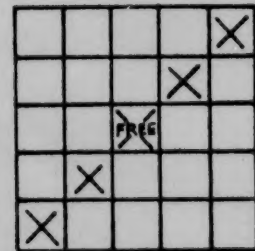
1. PLAYING FOR THE
★'s



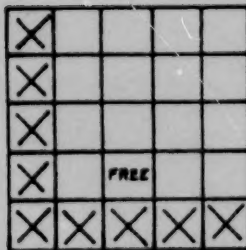
2. HORIZONTAL



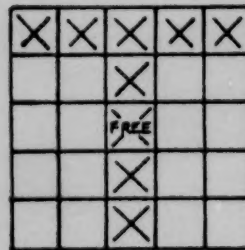
3. VERTICAL



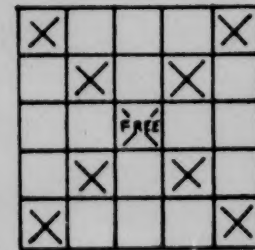
4. DIAGONAL



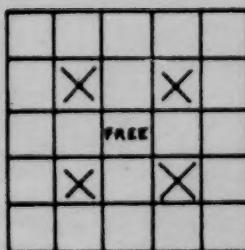
5. PLAYING FOR "L"



6. PLAYING FOR "T"



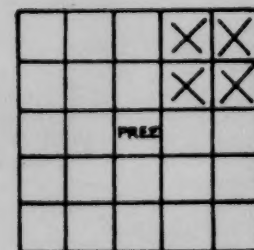
7. PLAYING FOR "X"



8. PLAYING FOR
CORNERS TOUCHING
FREE



9. PLAYING FOR
OUTSIDE FOUR
CORNERS



10. POSTAGE STAMP. Any
four touching squares
NOT INCLUDING FREE

THE HUMAN REPRODUCTIVE SYSTEMS

CALL OUT BINGO

TEACHER'S MATERIALS

Statements to be read by teacherCorrect Answers

--The lower part of the uterus (womb) that projects into the vagina.	Cervix
--A small female organ in the front of the pubic area that is extremely sensitive to stimulation.	Clitoris
--The small tube connecting the outlets of the seminal vesicles.	Ejaculatory duct
--The tiny balloon-like structure on the top and back of the testes. The organ in which sperm mature.	Epididymis
--Female hormone.	Estrogen
--The two small tubes that branch from either side of the upper parts of the uterus.	Fallopian tubes
--The part of the penis that may be circumsized.	Foreskin
--The sex organs.	Genitalia
--The end of the penis that is very sensitive.	Glans
--A narrow fold of tissue encircling the entrance of the vagina.	Hymen
--The outside fleshy folds of skin which covers the female genital area.	Labia
--Female sex glands.	Ovary
--The cylinder-shaped male sex organ filled with spongy tissue.	Penis
--The gland that produces semen.	Prostate gland
--The male sex organ that covers and protects the testes.	Scrotum
--The two pouch-like structures that store and mature the sperm.	Seminal vesicles

Instructor's Copy for Learning Activity 6
Page 5

- Male sex glands.
- Male hormone.
- The passage from the bladder to the outside of the body.
- The pear-shaped organ that holds the fertilized egg during pregnancy.
- The birth canal.
- The only outside opening into the internal female reproductive organs.
- The two tubes leading from the epididymis of each testis to one of the seminal vesicles.
- The external female sex organs located in the pubic area.

Testes
Testosterone
Urethra

Uterus

Vagina
Vaginal opening

Vas deferens

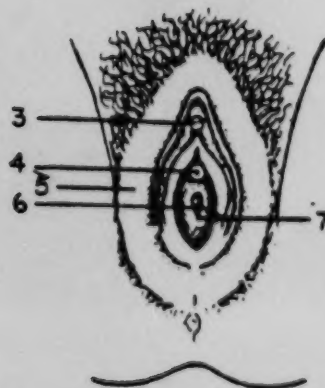
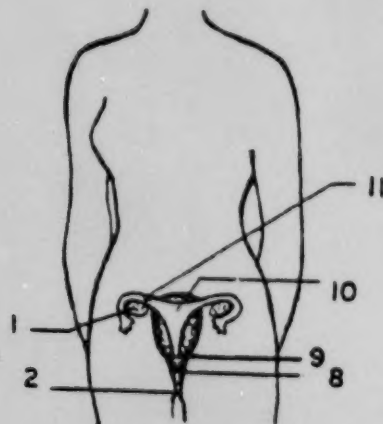
Vulva

Check-Out Activity Sheet

MALE AND FEMALE
REPRODUCTIVE SYSTEMS

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

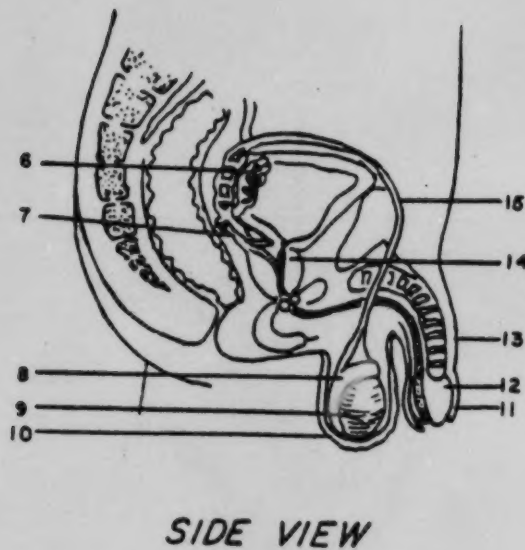
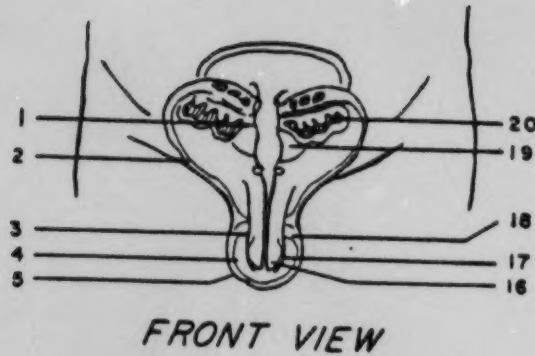
Part I. Label the parts of the following illustrations of the female reproductive system.



MALE AND FEMALE REPRODUCTIVE SYSTEMS

Page 2

Part II. Label the parts of the following illustrations of the male reproductive system.



Part III. Match the following parts of the male and female reproductive systems with the correct functions. Place the letter of the FUNCTION in the blank to the left of the numbered SEX ORGAN.

<u>SEX ORGAN</u>	<u>FUNCTION</u>
____ 1. Cervix	a. The lower part of the uterus that extends down into the vagina.
____ 2. Clitoris	b. The part of the male genitalia that covers and protects the male organs which produce sperm.
____ 3. Ejaculatory duct	c. The sex organs that produce sperm.
____ 4. Epididymis	d. The male sex organ which connects the outlets of the two seminal vesicles.
____ 5. Fallopian tubes	e. The opening from the bladder.
____ 6. Foreskin	f. A very sensitive part of the penis.
____ 7. Glans	g. The pear-shaped organ (womb) that expands during pregnancy.
____ 8. Hymen	h. The part of a male sex organ which is circumsized.
____ 9. Labia	i. The opening from the outside of the female body into the internal reproductive organs.
____ 10. Ovary	j. A female sex gland.
____ 11. Penis	k. The male organ located at the base of the bladder which forms semen.
____ 12. Prostate gland	l. The organ in which sperm are stored and nurtured.
____ 13. Scrotum	m. The outer folds of flesh which cover and protect the genital area of the female.
____ 14. Seminal vesicle	n. The male organ that accumulates sperm while they mature.
____ 15. Testes	
____ 16. Urethra	
____ 17. Uterus	
____ 18. Vagina	
____ 19. Vaginal opening	
____ 20. Vas deferens	

Check-Out Activity Sheet

MALE AND FEMALE REPRODUCTIVE SYSTEMS

Page 4

- o. The narrow fold of tissue encircling the vaginal opening.
- p. The female organ that is highly sensitive to stimulation.
- q. The tubes that lead from the epididymis of each testes to one of the seminal vesicles.
- r. The tubes for transporting ripened, released ova.
- s. The male sex part that penetrates the female during sexual intercourse.
- t. The birth canal.

Check-Out Activity Sheet

ANSWERS

MALE AND FEMALE REPRODUCTIVE SYSTEMS

Part I:

1. Ovary
2. Vaginal opening
3. Clitoris
4. Urethra
5. Labia
6. Vaginal opening
7. Hymen
8. Vagina
9. Cervix
10. Uterus
11. Fallopian tube

Part II:

1. Ejaculatory duct
2. Vas deferens
3. Penis
4. Testes (or testicles)
5. Scrotum
6. Seminal vesicles
7. Ejaculatory duct
8. Epididymis
9. Testes (or testicles)
10. Scrotum
11. Foreskin
12. Glans
13. Penis
14. Prostate gland
15. Vas deferens
16. Glans
17. Foreskin
18. Epididymis
19. Prostate gland
20. Seminal vesicles

Check-Out Activity Sheet

Module HD-6

ANSWERS

MALE AND FEMALE REPRODUCTIVE SYSTEMS

Page 2

Part III:

1. a
2. p
3. d
4. n
5. r
6. h
7. f
8. o
9. m
10. j
11. s
12. k
13. b
14. l
15. c
16. e
17. g
18. t
19. i
20. q

Check-Out Activity Sheet

CONCEPTION

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

TRUE OR FALSE STATEMENTS

- _____ 1. The release of an ovum from a female ovary is called ovulation.
- _____ 2. The process in which a fertilized ovum attaches itself to the lining of the uterus is called implantation.
- _____ 3. Millions of sperm fertilize one ovum during conception.
- _____ 4. During sexual intercourse the penis is inserted into the uterus.
- _____ 5. Pregnancy can occur even if the penis does not penetrate the vagina.
- _____ 6. Ovulation occurs monthly in the female from puberty until menopause.
- _____ 7. An enzyme on the head of a sperm dissolves the outer layer of an ovum in order to enter it.
- _____ 8. The period of time that an ovum is in the correct location for fertilization is about twelve hours.
- _____ 9. The lining of the uterus is called the endometrium.
- _____ 10. The fertilized ovum is called an embryo during the first three months of pregnancy.

Check-Out Activity Sheet

ANSWERS
CONCEPTION

1. True
2. True
3. False
4. False
5. True
6. True
7. True
8. False
9. True
10. True

METHODS OF BIRTH CONTROL

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is in this manual, OR you may want to write your own.)

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
BIRTH CONTROL METHODS	1	3-11
<u>Student Self-Check</u>		
BIRTH CONTROL	3	12
ANSWERS	3	13
<u>Evaluator's Final Checklist</u>		
METHODS OF BIRTH CONTROL.	5	Instructor's Manual
<u>Check-Out Activity Sheet</u>		
BIRTH CONTROL METHODS	5	Instructor's
ANSWERS	5	Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Birth control	2
Guidance Associates, "Family Planning Today," Film-strip #2, (two filmstrips with cassette tapes and records).	

SUGGESTED LETTER TO PARENTS

Directions to the Instructor: Our school systems vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parent permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at _____ between the hours of _____ and _____.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

Home Economics Teacher

Parent's Signature of Approval/Date

Check-Out Activity Sheet

BIRTH CONTROL METHODS

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in this module.

Directions: Write the answers in the blanks provided to complete each statement. Give the sheet to your instructor when you are finished. You must check out with 80% accuracy.

1. A thin, cup-shaped rubber device inserted into the vagina to cover the cervix is called a _____.
2. The surgical procedure involving the cutting and tying of the fallopian tubes is called _____.
3. Ovulation is inhibited by _____.
4. The expulsion of the embryo from the uterus to end a pregnancy is called _____.
5. Abstaining from intercourse during the time of month when a woman ovulates is the _____ method.
6. Abstaining from intercourse during ovulation as indicated by the temperature recorded is the _____ method.
7. Another name for birth control is _____.
8. Removing the penis from the vagina before ejaculation is called _____.
9. A natural method of birth control in which the mucous change is recorded for a period of time is called the _____ method.
10. A birth control device which covers the erect penis with a rubber sheath is called the _____.
11. A device which is inserted into the uterus for an indefinite period is called _____.
12. A vaginal foam or suppository used to kill the sperm is a _____.
13. The vas deferens are cut and tied to prevent the release of sperm in a _____.
14. Refraining from sexual intercourse is called _____.

Check-Out Activity Sheet
ANSWERS
BIRTH CONTROL METHODS

Directions: Write the answers in the blanks provided to complete each statement. Give the sheet to your instructor when you are finished. You must check out with 80% accuracy.

1. A thin, cup-shaped rubber device inserted into the vagina to cover the cervix is called a diaphragm.
2. The surgical procedure involving the cutting and tying of the fallopian tubes is called tubal ligation.
3. Ovulation is inhibited by the pill or oral contraceptives.
4. The expulsion of the embryo from the uterus to end a pregnancy is called abortion.
5. Abstaining from intercourse during the time of month when a woman ovulates is the rhythm Method.
6. Abstaining from intercourse during ovulation as indicated by the temperature recorded is the temperature method.
7. Another name for birth control is contraception.
8. Removing the penis from the vagina before ejaculation is called withdrawal.
9. A natural method of birth control in which the mucous change is recorded for a period of time is called the ovulation method.
10. A birth control device which covers the erect penis with a rubber sheath is called the condom.
11. A device which is inserted into the uterus for an indefinite period is called the intrauterine device (IUD).
12. A vaginal foam or suppository used to kill the sperm is a spermicide.
13. The vas deferens are cut and tied to prevent the release of sperm in a vasectomy.
14. Refraining from sexual intercourse is called abstinence.

VENEREAL DISEASES

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual OR you may want to write your own.

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
TERMS TO KNOW	1	3
QUESTIONS ABOUT VD.	2	3-5
<u>Student Self-Check</u>		
FACTS ABOUT VD.	4	6
ANSWERS	4	7
<u>Evaluator's Final Checklist</u>		
VENEREAL DISEASES	6	Instructor's Manual
<u>Check-Out Activity Sheet</u>		
VENEREAL DISEASES	6	Instructor's Manual
ANSWERS	6	

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Venereal diseases 3

Guidance Associates, "VD: What You Should Know," Grade Level 10-12, (three filmstrips with cassette tapes and records).

OR

Guidance Associates, "Venereal Disease: Who, Me?, Grade Level 7-9, (two filmstrips with cassette tapes and records).

SUGGESTED LETTER TO PARENTS

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Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

Home Economics Teacher

Parent's Signature of Approval/Date

Check-Out Activity Sheet

VENEREAL DISEASE

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in this module.

Directions: Write the answers to the following questions in the space provided. Give the sheet to your instructor when you are finished. You must check-out with 80% accuracy.

1. What are venereal diseases?
2. Name the three most common venereal diseases.
3. List two symptoms of gonorrhea in men.
4. List two symptoms of gonorrhea in women.
5. What is a common symptom of syphilis in the first stage of infection?
6. How can a person know for sure if he/she has gonorrhea or syphilis?
7. What treatment is usually used in cases of VD?
8. List three ways to help stop VD.
9. Why is it important to know about and try to get rid of VD?

Check-Out Activity Sheet
ANSWERS
VENEREAL DISEASES

1. What are venereal diseases?
Serious communicable diseases spread by sexual contact.
2. Name the three most common venereal diseases.
Syphilis, gonorrhea, and herpes genitalia
3. List two symptoms of gonorrhea in men.
A burning sensation during urination; a messy yellow-white discharge from the penis.
4. List two symptoms of gonorrhea in women.
A discharge or burning during urination; sharp abdominal pain with low fever; a low white blood count.
5. What is a common symptom of syphilis in the first stage of infection?
A painless sore at the site of the infection.
6. How can a person know for sure if he/she has gonorrhea or syphilis?
Go to the doctor or the public health clinic for tests.
7. What treatment is usually used in cases of VD?
Penicillin.
8. List three ways to help stop VD.
Know the symptoms; treat for VD immediately; avoid sexual contact except with partner known to be free of VD; personal hygiene before and after sexual intimacy; using the condom(rubber); report all contacts to public health authorities.
9. Why is it important to know about and try to get rid of VD?
VD is America's #1 enemy among reported communicable diseases. They kill, cripple, and seriously endanger the mental and physical well-being of millions of people. If a person knows the symptoms and how to prevent or seek help to treat VD, he/she will be able to help get rid of this public health problem.

CHILDREN'S ROUTINES

CONTENTS OF MODULE

Student InformationActivityPage

CHILDREN'S ROUTINES - PERSONAL CARE	1	3
WASHING HANDS	2	3
BRUSHING TEETH.	3	4
BATHING	4	5
LEARNING TO DRESS	5	5-6
BEDTIME ROUTINES.	6	6

Student Self-Check

CHILDREN'S ROUTINES	7	7
ANSWERS	7	8

Evaluator's Final Checklist

CHILDREN'S ROUTINES	9	Instructor's Manual
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Evaluator's Final Checklist

CHILDREN'S ROUTINES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	-------------------

1. When assisting a child with washing hands, the student:
 - a. Provided the necessities for washing hands () () ()
 - b. Showed the child how to wet, lather, rinse, and dry the hands () () ()
 - c. Allowed the child to wash hands unaided, instructing as necessary () () ()
 - d. Praised the child and offered corrections, if necessary . . . () () ()
 - e. Showed the child how to clean up after washing hands . . . () () ()
2. When assisting the child with brushing the teeth, the student:
 - a. Provided the necessities for brushing the teeth () () ()
 - b. Assisted the child with toothbrush, toothpaste, and water () () ()
 - c. Showed the proper method of brushing the teeth () () ()
 - d. Allowed the child to brush teeth, then finished the brushing to assure cleanliness () () ()
 - e. Showed the child how to rinse the mouth () () ()
 - f. Showed the child how and where to store the toothbrush and the toothpaste () () ()

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

3. When assisting the child with bathing, the student:
- a. Encouraged the child to help prepare for the bath () () ()
 - b. Prepared the tub and water for the bath () () ()
 - c. Supervised the undressing. () () ()
 - d. Helped the child into the tub () () ()
 - e. Allowed the child to wash and rinse his/her body,
assisting only when necessary () () ()
 - f. Helped the child out of the tub () () ()
 - g. Allowed the child to dry his/her body assisting only
when necessary () () ()
 - h. Helped the child with dressing, if necessary () () ()
4. When assisting a child with dressing, the student () () ()
- a. Supervised or helped the child to select and assemble
appropriate clothing () () ()
 - b. Allowed the child to help self to dress, assisting
only when necessary () () ()
 - c. Praised the child. () () ()
5. When assisting a child with bedtime routines, the student:
- a. Prepared the bed and room for sleeping. () () ()
 - b. Supervised or helped the child to bed () () ()
 - c. Used positive guidance techniques () () ()

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
DIFFERENT TOYS FOR DIFFERENT AGES OF THE PRESCHOOL YEARS	3	3-4
FEATURES TO LOOK FOR WHEN CHOOSING PLAYTHINGS.	5	5-6
HOMEMADE TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS. . .	6	6-8
PROVIDING PLAY AREAS	8	8-9

Student Self-Checks

PLAY FOR PRESCHOOLERS.	4	5
CHOOSING PLAYTHINGS AND PLAY AREAS FOR PRESCHOOL CHILDREN.	9	9
ANSWERS.	4,9	10

Evaluator's Final Checklist

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN.	11
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Check-Out Activity Sheet

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN.	Instructor's Manual
ANSWERS.	Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: The importance of play	2
Parent's Magazine, Play and Self-Expression Filmstrip 1 - "The Importance of Play," (one of a five film-strip set with records or cassette tapes).	

RECOMMENDED REFERENCES

Topic: The values of play	1
Hurlock: <u>Child Growth and Development</u> , 1978 edition.	

Master Copy for Learning Activity 7

Student's Name _____

Toy and/or play equipment _____

TOY AND PLAY EQUIPMENT CHECKLIST

FEATURES TO LOOK FOR WHEN CHOOSING TOYS AND PLAY EQUIPMENT	YES	NO	NOT APPLICABLE
1. Does the item have small, removable parts?			
2. Does the item have smooth, rounded edges?			
3. Is the item nonflammable?			
4. Is the item free of toxic paint?			
5. Is the item easily cleaned?			
6. If electrical, does the item have a "UL" seal?			
7. Will the item be easy to store?			
8. Is the item appropriate for the age the manufacturer recommends it for?			
9. Does the item promote growth and development?			
10. Is the item free of details?			
11. Is the item pleasing to the touch?			
12. Is the item attractive and pleasing in color?			
13. Does the item encourage the child to do things independently?			
14. Is the item easily manipulated?			
15. Does the item encourage cooperative play?			
16. Is the item versatile, having more than one use?			
17. Is the item durable and well-constructed?			
18. Does the item work as it was intended?			

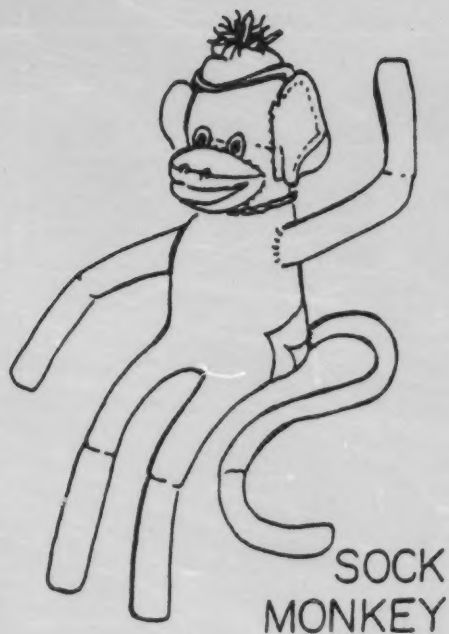
Transparency Masters for Learning Activity 7

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY
MATERIALS FOR CHILDREN

- Transparency 1: Homemade Dolls and Animals
- Transparency 2: Puppets
- Transparency 3: Texture Book
- Transparency 4: Drop Containers
- Transparency 5: Stacking or Nesting Toys (canisters)
- Transparency 6: Stacking or Nesting Toys (boxes)
- Transparency 7: Pull Toys
- Transparency 8: One Piece Puzzles
- Transparency 9: Mobile (using a coathanger)
- Transparency 10: Mobile (using sticks)
- Transparency 11: Suggested Shapes for Mobiles
(star, hexagon, square, and rectangle)

- Transparency 12: (No heading)
Water table made from a tire, clothespin and can, and
spools on a string.
- Transparency 13: Toy Storage Box

HOMEMADE DOLLS & ANIMALS



PUPPETS



HAND

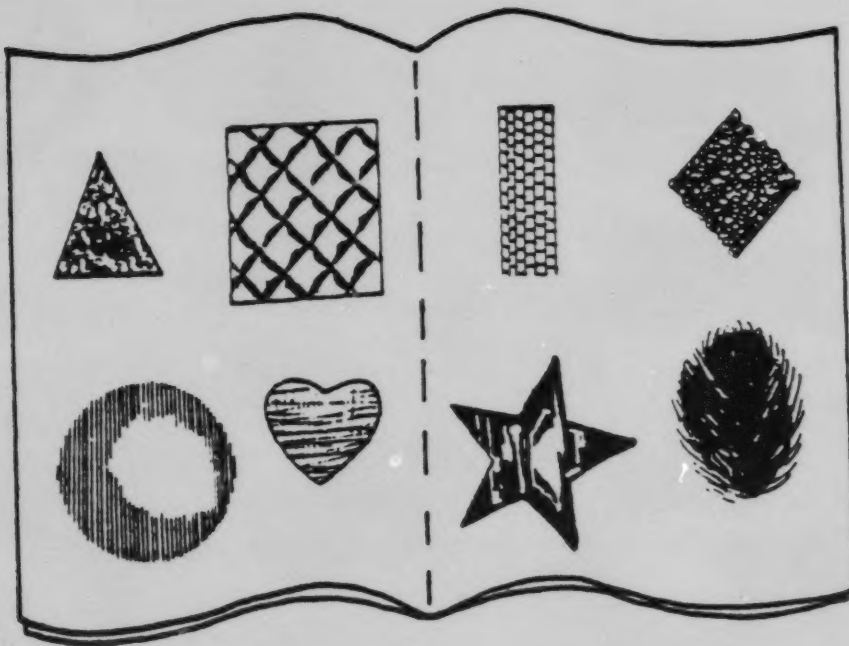


FINGER

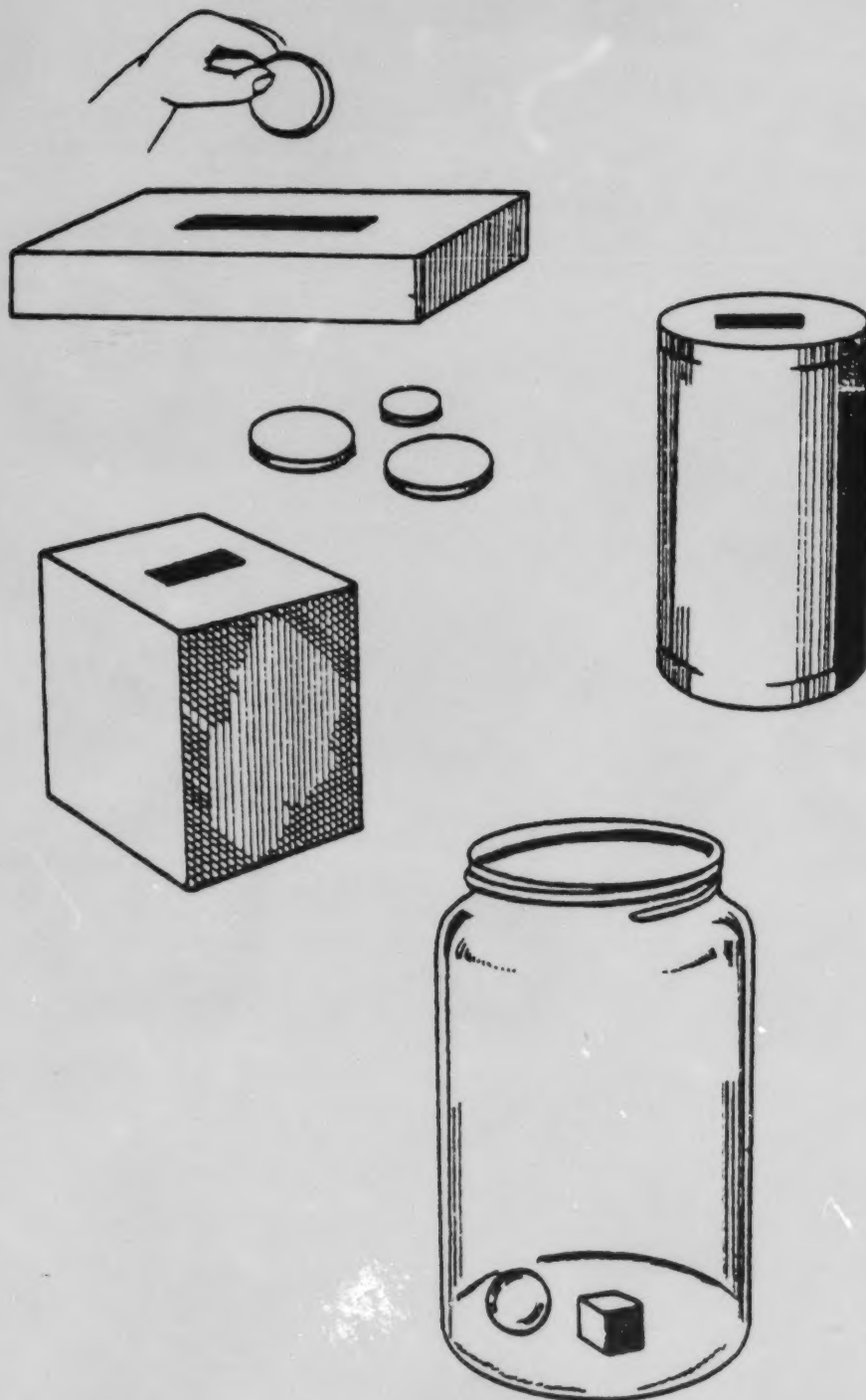
MARIONETTES



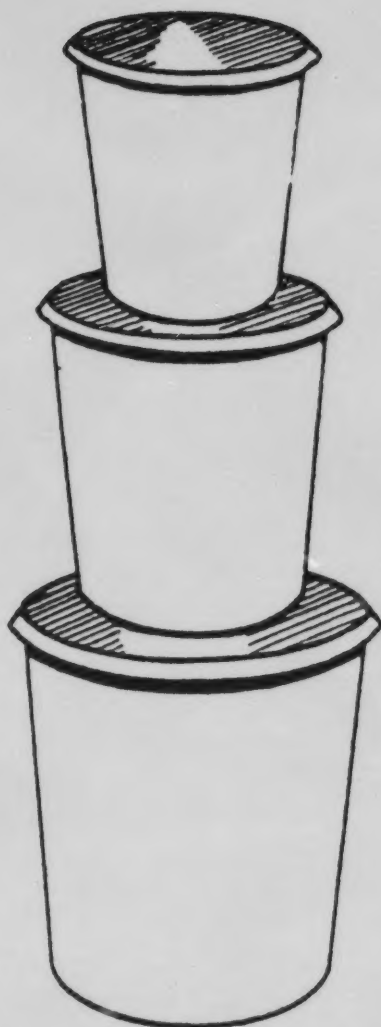
TEXTURE BOOK



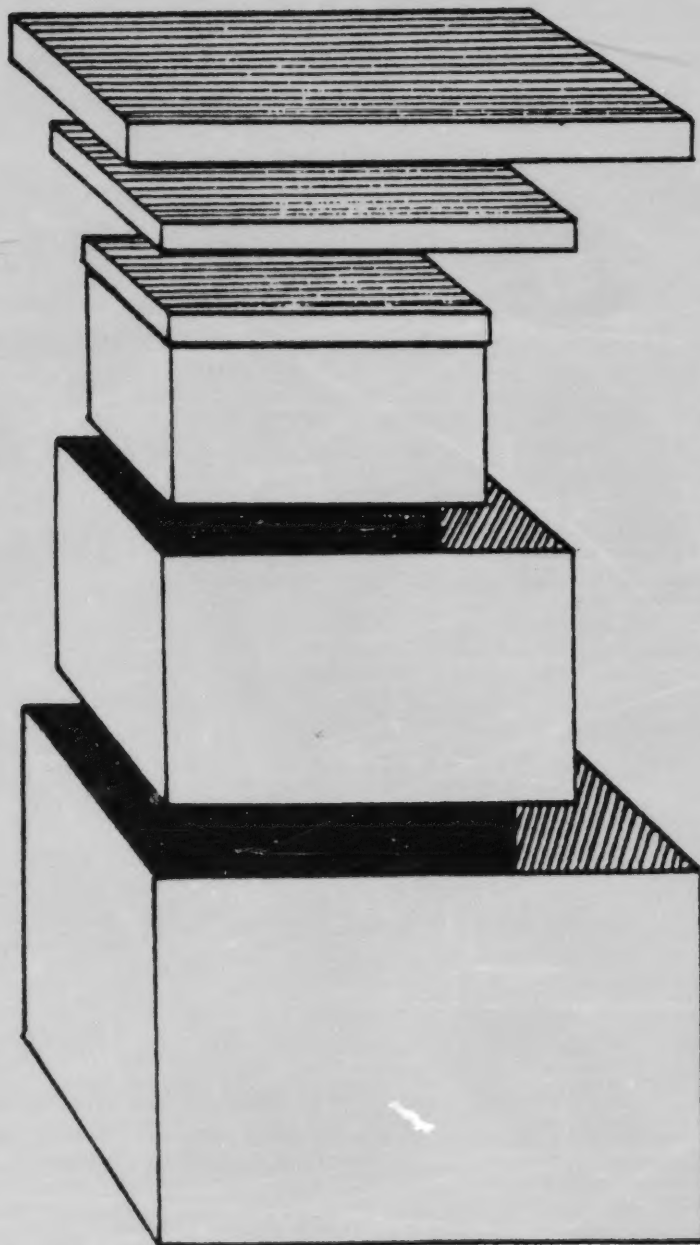
DROP CONTAINERS



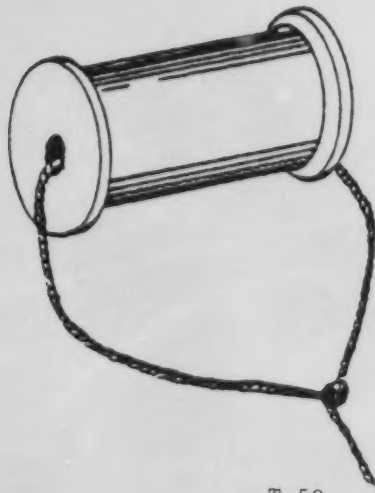
STACKING OR NESTING TOYS



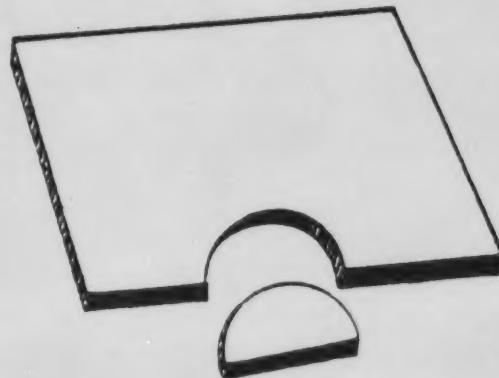
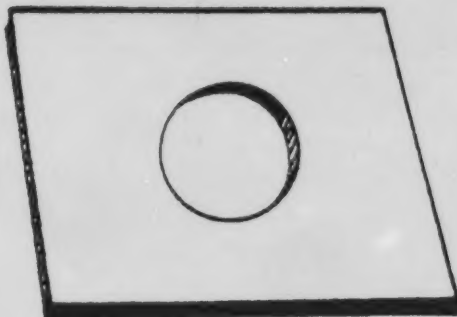
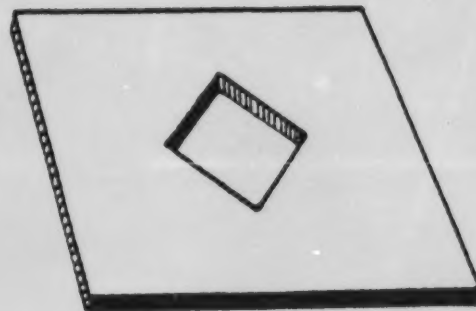
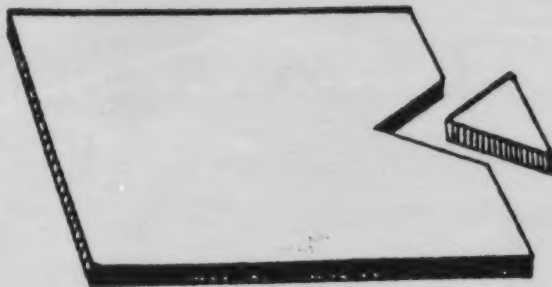
STACKING OR NESTING TOYS



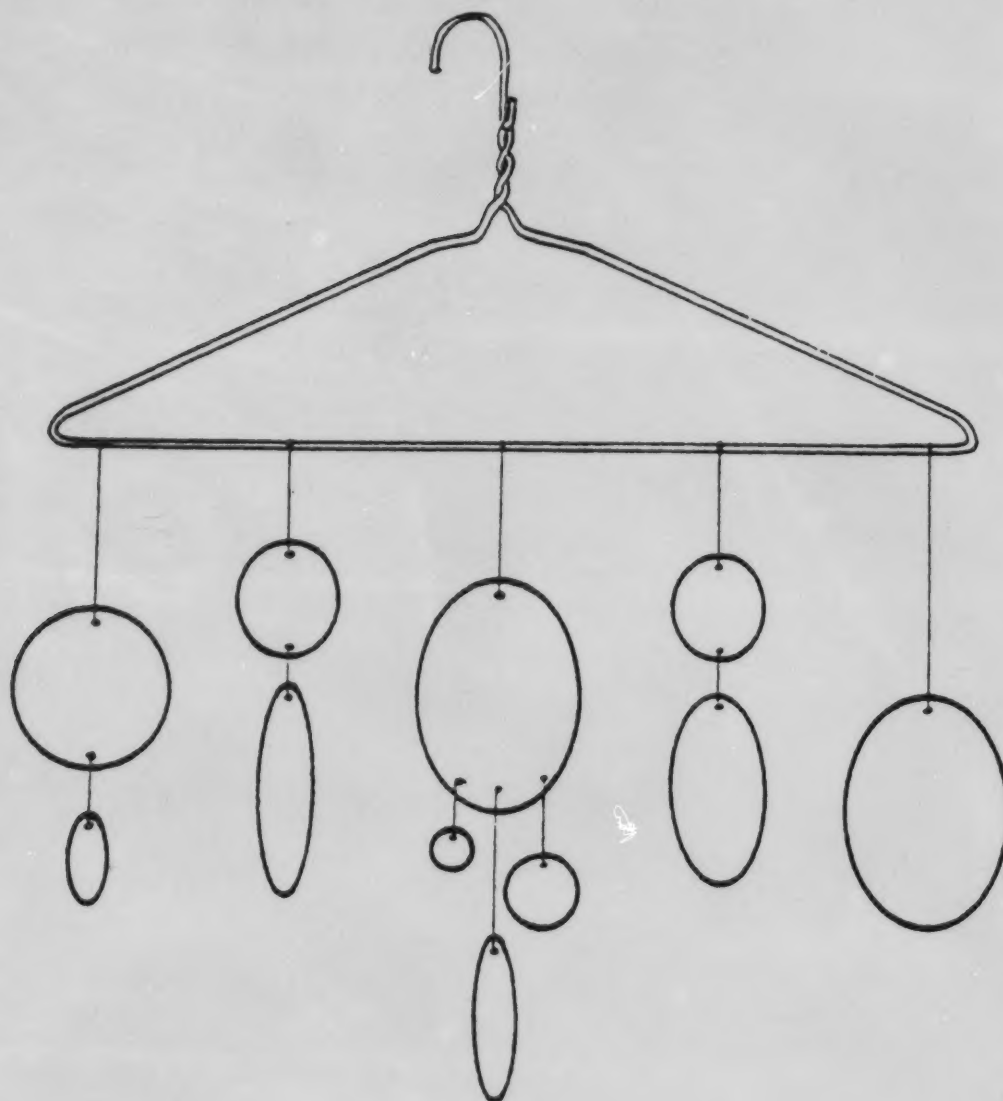
PULL TOYS



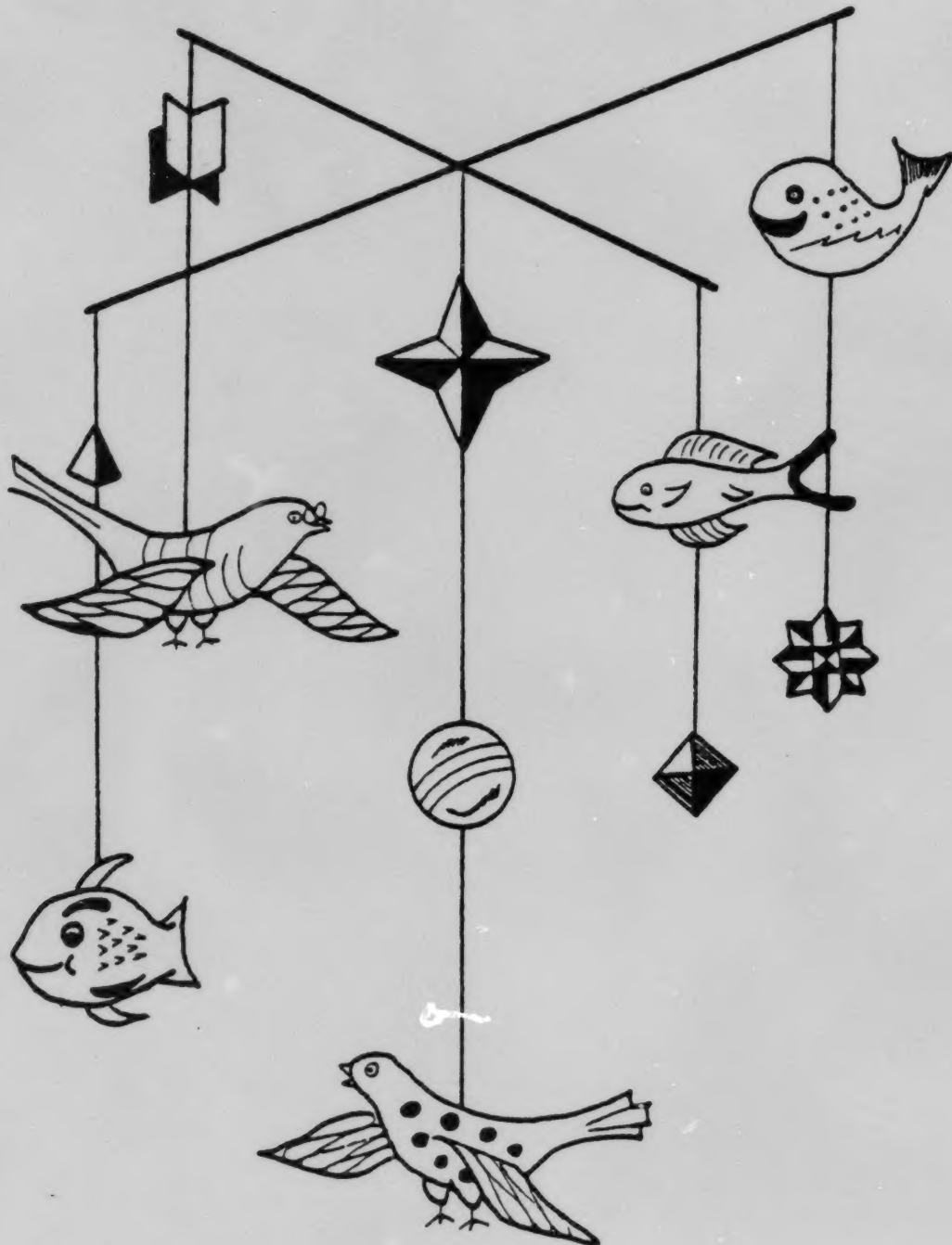
ONE PIECE PUZZLES



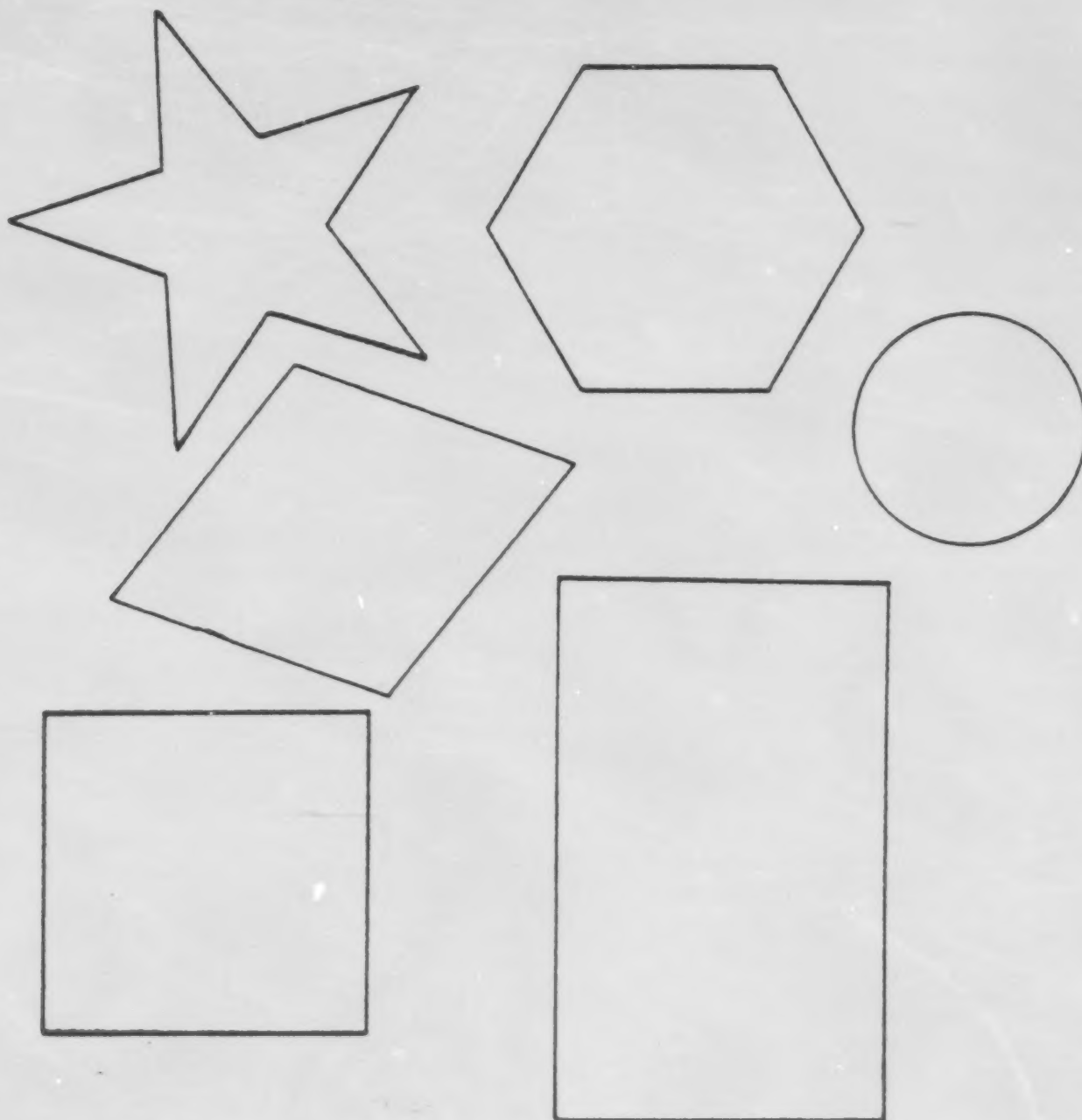
MOBILE



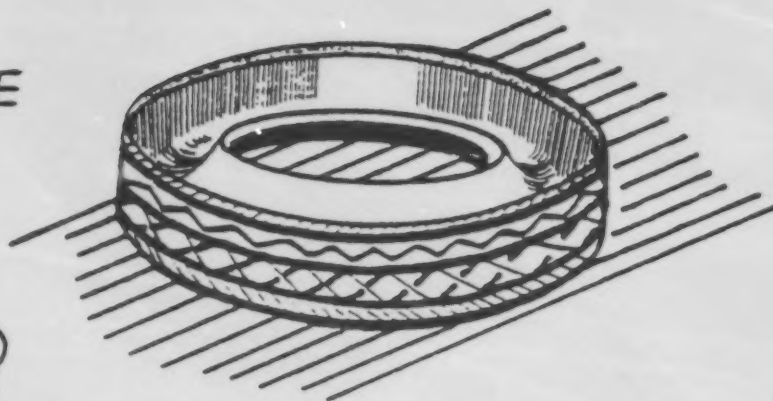
MOBILE



SUGGESTED SHAPES FOR MOBILES

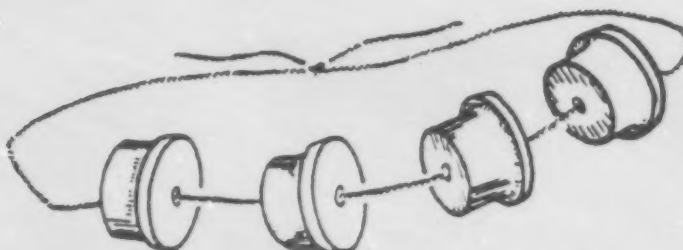


WATER TABLE

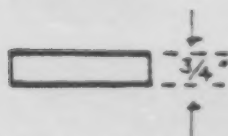
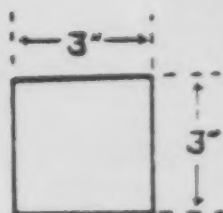
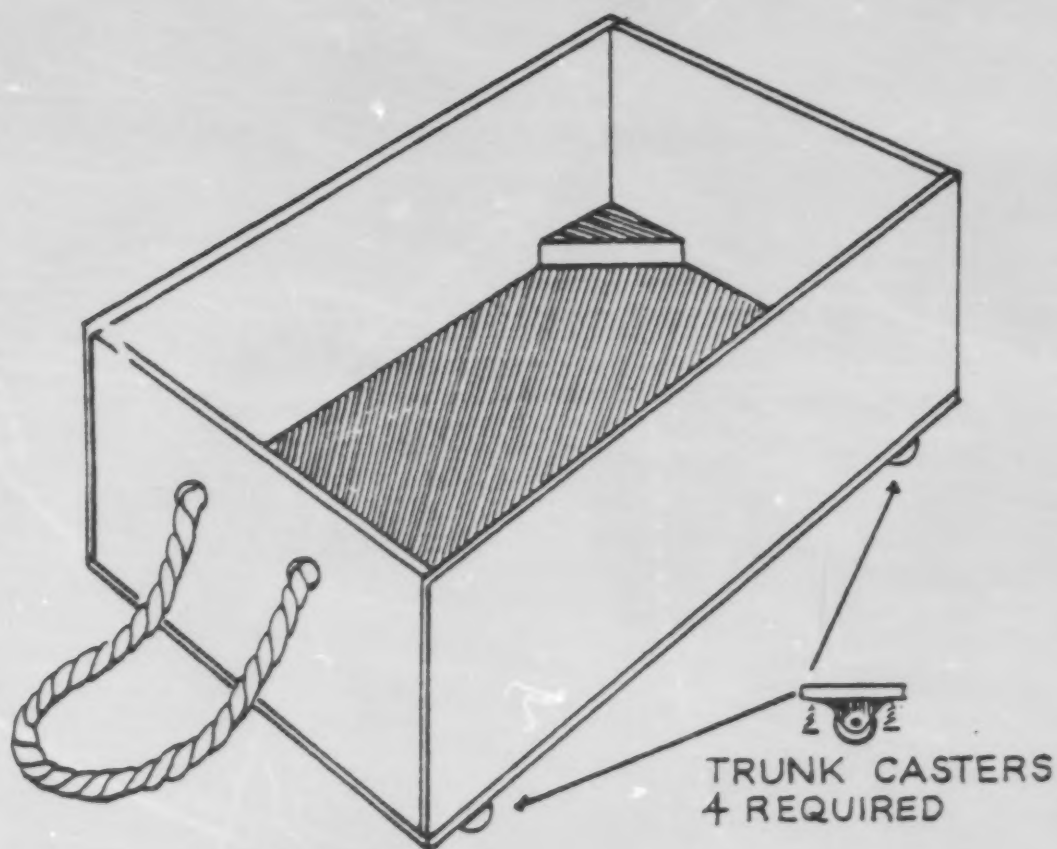


CLOTHESPIN AND
CAN

SPOOLS



TOY STORAGE BOX



2 REQUIRED



T-56

Ideas for Making Homemade Toys, Play Equipment
and Play Materials

1. Charlie Brown's Super Book of Things to Do and Collect.
New York: Random House, 1975. Cost: \$3.95.
2. Chester, Bernice, editor. Do A Zoom Do. Boston: Little, Brown, and Company, 1975. Cost: \$3.95.
3. Cole, Ann, Carolyn Hass, Faith Bushell, and Betty Weinberger. I Saw a Purple Cow and 100 other Recipes for Learning.
Boston: Little, Brown, and Company, 1972. Cost: \$2.95.
4. Frith, Michael and Sharon Lerner. Big Bird's Busy Book.
New York: Random House/Children's Television Workshop, 1975.
Cost: \$3.95.
5. Razzi, James. Easy Does It! Things to Make and Do.
New York: Parent's Magazine, 1969. Cost: \$3.95.
6. Shepard, Mary and Ray. Vegetable Soup Activities.
New York: Citation Press, 1975. Cost: \$6.95.
7. Todd, Leonard. Trash Can Toys and Games. New York:
Vicking Press, 1974. Cost: \$6.95.
8. Vance, Eleanor Graham. The Everything Book. Racine, Wisconsin:
Western Publishing Company, 1974. Cost: \$4.95.
9. Vermeer, Jackie and Marian Laiviere. The Little Kid's Craft Book.
New York: Taplinger Publishing Company, 1973. Cost: \$6.95.
10. Playschool Guide to Promote Parenting Instruction. Columbus, Ohio:
State Department of Education, Division of Vocational Education, Home
Economics Section, 1979. Cost: \$3.00.

Recipes for Modeling Dough

- I. 3 cups flour
 1 cup salt
 1/2 to 1 cup water
 food coloring

1. Mix flour and salt together in mixing bowl.
2. Add food coloring to water.
3. Add colored water, a little at a time, to the flour and salt mixture. Stir together each time you add water.
4. Stop adding water when the mixture will stay together without crumbling. If the dough is sticky, you have added too much water, and you will have to add a little more flour and salt.

(This dough is soft and easy to model. It can be used again if you keep the dough in a plastic bag in the refrigerator. Products made from the dough will harden in a few days if left out to dry.)

- II. 1 cup salt
 1/2 cup corn starch
 3/4 cup cold water
 food coloring

1. Stir together salt, corn starch and water in top of double boiler. Add enough food coloring to tint the dough the desired color.
2. Put some hot water in bottom of double boiler and place top part of boiler over it. Heat over low heat stirring constantly until all the mixture gets stiff and hangs to the spoon.
3. Remove from heat and put mixture on waxed paper or aluminum foil to cool.

(This dough is a little more rubbery than I. It can be used again if kept in a plastic bag in the refrigerator. Products made from the dough will harden in a few days if left out to dry.)

- III. 2 cups flour
 1 cup salt
 1/2 cup salad oil
 1/2 cup water (approximately)
 food coloring

1. Mix together flour, salt, and salad oil.
2. Add food coloring to water.
3. Add colored water a little at a time. Use just enough to make a soft dough.
4. Mix the dough with your hands. If the dough is sticky, add more flour.

(This dough will keep if you store it in the refrigerator in a covered jar or plastic bag.)

Recipes for Play Dough

I. Play Dough

Mix 3 cups flour with 1/4 cup salt. Add 1 cup water with coloring and 1 tablespoon of oil gradually. Add more water if too stiff; more flour if too sticky.

II. Cooked Play Dough

Mix 1 cup salt, 1/2 cup flour, and 1 cup water. Cook over medium heat. Remove from heat when mixture is thick and rubbery. It will be less sticky after it cools. More flour may be added. Store in an airtight container.

III. Salt Dough

Mix 4 cups salt and 1 cup corn starch with sufficient water to form a paste. Cook over medium heat stirring constantly. This is not sticky like flour dough and will not get moldy because of high salt content. Note: Add coffee grounds, sand, corn meal, etc. to the recipe to provide a different texture and variety when dried.

IV. Baked Dough

Mix together 2 cups salt, 1 cup flour, and 1 2/3 cups water. Cook mixture until thick. Shape into shapes, then bake for one hour at 93° C. (200°F).

Recipe for Clay

Craft Clay

Combine 1 cup corn starch, 2 cups baking soda (1 lb. box) and 1 1/4 cups water and cook until thickened to doughlike consistency. Turn mixture out on pastry board and knead. Cover with damp cloth or keep in plastic bag. Good for plaques and other models which can be painted when dry.

Recipes for Paste

- I. 1/3 cup flour
 1/4 cup water, (approximately)

Mix water into flour, a little at a time, until the mixture is the consistency you desire.

Recipes for Paste (continued)

- II. 1/2 cup sugar
 1/2 cup flour
 1/2 teaspoon powdered alum
 2 cups water
 15 drops oil of cloves, wintergreen or peppermint*

*Note: The oil of cloves, wintergreen, and peppermint are used to keep the paste from spoiling. They may be omitted if paste is stored in the refrigerator.

1. Mix sugar, flour, alum, and water. Cook until thick.
2. Remove from heat, and add oil of cloves.
3. When cool, put in covered container, and store in refrigerator.

III. Cooked Paste

- 1 cup flour
 1 cup cold water
2 1/4 cups boiling water
 3/4 teaspoon oil of wintergreen, cloves, or peppermint

1. Mix flour and cold water in top of double boiler.
2. Add boiling water while stirring the mixture.
3. Put some hot water in bottom of double boiler and place top part of boiler over it. Cook over low heat until mixture is stiff.
4. Remove from heat and add oil of cloves, wintergreen, or peppermint.
5. When cool, pour into a covered container. Store in refrigerator.

Recipes for Finger Paint

- I. 2 1/2 tablespoons cornstarch
 1 cup cold water
 food coloring

1. Mix cornstarch and water in a heavy saucepan. Stir until there aren't any lumps.
2. Cook over low heat. Stir all the time.
3. Take pan off heat when the mixture starts to bubble. It should be clear and about as thick as warm pudding.
4. Stir in the food coloring a bit at a time.
5. Cool, then keep in a covered container in the refrigerator.

- II. 1/2 cup laundry starch (not instant type)
 1/3 cup cold water
1 1/2 cups boiling water
 1/2 cups soap flakes (not detergent)
 1 tablespoon glycerine
 food coloring

1. Mix starch and cold water in a heavy saucepan. Stir until smooth.
2. Add boiling water and cook over low heat, stirring all the time.

Recipes for Finger Paint (continued)

3. When mixture is clear and glossy, remove from heat. Stir in soap flakes.
4. Add glycerine and food coloring.
5. Cool, then store in covered container in the refrigerator.

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS

Directions to the Instructor:

Choose questions from this related Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

1. A child benefits in many ways from play activities. List five ways that play is valuable to children.
2. Children's interests, abilities, and skills vary from one stage of development to another. Children need playthings that are appropriate to their physical, social, and emotional stage of development. List three suitable toys for each of the following age groups:
 - a. Two- to three-year-olds
 - b. Three- to four-year-olds
 - c. Four- through five-year-olds
3. List ten factors to look for when choosing toys and play equipment.
4. List four advantages of homemade playthings.
5. List three points to consider when deciding on a play area for a child.

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS

1. List five ways that play is of value to children.

- Outlet for energy
- Increases the appetite
- Develops concentration
- Develops the mind and body
- Develops skills
- Encourages creativity
- Child learns about the environment
- Outlet for emotions, such as anger, fear, jealousy, and grief
- Develops social skills
- Develops sportsmanship
- Child learns to follow directions and obey rules

2. List three suitable toys for each of the following age groups.

a. Two- to three-year-olds

- Playdough
- Paint
- Rope swing
- Small slide
- Rocking boat
- Balance beam
- Easy puzzles
- Housekeeping toys
- Clothes for dress-up

b. Three- to four-year-olds

- Tricycle
- Beanbags
- Climbing towers
- Hammer and nails
- Magnet
- Blunt scissors
- Sandbox
- Water play toys
- Puppets
- Record players with records
- Blackboard and chalk
- Set of farm animals and equipment
- Doctor and nurse kit
- Cash register
- Peg boards

c. Four-through five-year-olds

- Jump rope
- Throwing games
- Matching picture games
- Swing
- Slide
- Seesaw
- Wheelbarrow

ANSWERS

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS

page 2

- Climbing bars
- Village sets
- Trucks
- Cars
- Airplane

3. List ten factors to look for when choosing toys and play equipment.

- No small, removable parts
- Smooth, rounded edges
- Nonflammable
- Free of toxic paint
- "UL" seal, if electrical
- Easy to store if space is available
- Appropriate for the age it was made for
- Promotes growth and development
- Free of details
- Pleasing to the touch
- Attractive and pleasing in color
- Encourages the child to do things for himself/herself
- Easily manipulated
- Encourages cooperative play
- Versatile
- Durable and well-constructed
- Works as it was intended to

4. List four advantages to homemade playthings.

- Little or no expense
- Found in and around the home
- Child can help to make the homemade toy
- Encourages creativity
- Offers many hours of entertainment

5. List three points to consider when deciding on a play area for a child.

- Ease of supervision
- Suitable floor coverings
- Storage for the toys, play equipment, and materials
- Area for quiet play
- Area for active play

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

NOTE TO THE INSTRUCTOR: Read through the module and the suggested activities in the Instructor's Guide Sheets to determine the amount of time that you want your students to spend on this module. You may want to omit some of the activities or substitute activities.

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Student Self-Check

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Evaluator's Final Checklist

COMMUNICATING IN INTERPERSONAL RELATIONS.	10
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Check-Out Activity Sheet

COMMUNICATION	10	Instructor's Manual
ANSWERS	10	Instructor's Manual

RECOMMENDED REFERENCES

TOPIC: Communication with others	3
Sasse: <u>Person to Person</u> , 1978 edition.	

Student Information

COMMUNICATION WITH OTHERS

1. Define the term "communication."
Communication is any behavior that carries a message that can be interpreted by other people. People communicate through the spoken word, the written word, and body language.
2. Explain the statement: "There is 'never no communication'." Communication is taking place continuously. Not talking does not mean that communication has stopped. Body language also relays messages that can be interpreted by others.
3. Tell the difference between "constructive communication" and "destructive communication."
--Constructive communication takes place when people are made to feel good about themselves.
--Destructive communication causes people to feel judged or guilty. It destroys a person's self-esteem.
4. In Person to Person by Connie Sasse, five levels of communication were identified. Name and describe each.

Cliche conversation is the lowest level of communication in which a person uses small talk or polite conversation, such as "It's a nice day." Cliche conversation is used with casual acquaintances and friends. It is used most frequently with people who have just been introduced.

Reporting things about others is the level of communication called gossip. The person reporting does not tell about himself/herself but reports the feelings and ideas that others have.

Telling your ideas is the level of communication in which a person begins to share information about himself/herself. This is done with the risk of being rejected. Persons whose ideas are rejected will usually return to a lower level of communication.

Sharing your feelings is the level of communication in which a person begins to share personal feelings. This is a harder level of communication to reach because we sometimes feel exposed when sharing feelings that may not be acceptable to others.

Peak communication is the level of communication that is reached when the persons are in complete accord with each other. It is not a permanent type of communication. It involves complete openness and honesty between two individuals.

5. There are five communication patterns: placating, blaming, computing, distracting, and leveling. Describe the characteristics of each pattern.

Placating - This communication pattern is known as the "yes man" communication. The person who uses this type of pattern will not disagree with others.

Blaming - This communication pattern is used by persons who are known as fault finders, bosses, and dictators. Blamers want others to feel inferior to them. They tend to put down everything and everyone.

Computing - The person using this type of communication pattern wishes to appear cool, calm, and collected. He/she tries to avoid showing feelings and emotions. Computing people are not able to share intimate relationships.

Distracting - The person who uses this pattern of communication does not relate to others on the topic presently being discussed. The distractor does not do or say anything that is related to what other people are doing or saying. He/she distracts or continuously changes the subject.

Leveling - This pattern of communication is providing the total response to others. The leveler does and says what he/she really feels. The leveler feels free to agree or disagree and does not feel obligated to respond to please others. The leveler's feelings, words, voice tone, and body language communicate the same message. Leveling is not to be understood as telling it like it is or hurting others. Leveling is done in such a way that the listener knows how the leveler feels without being hurt by what he/she says.

COMMUNICATION HELPERS

Words That Encourage And Stimulate Cooperation

Good!	Really?	I like that.
I agree.	Groovy!	You don't say.
I see.	Excellent!	You did, huh?
Exactly.	Thank you.	How considerate!
Please.	Good idea.	I'm proud of you!
Fine.	Very clever!	I'm glad.
O.K.	That's right.	Would you help me?
Great!	I'll buy that.	Fine job!
Oh.	I understand.	I'm happy.

Conversation "Door-Openers"

Tell me about it.	Let's hear your side.
I'd like to hear more about it.	Shoot, I'm listening.
Tell me more, please.	Sounds like you got troubles.
Want to talk about it?	Seems pretty important to me.
Let's discuss it.	Tell me the whole story.
Do you mean that...	

Facial Expressions That Tell The Other Person That He/She Is O.K.

Smiling	Wrinkling nose
Winking	Giggling
Nodding head	Looking interested
Laughing	Grinning in friendly fashion

Nearnesses That Tell the Other Person That He/She Is O.K.

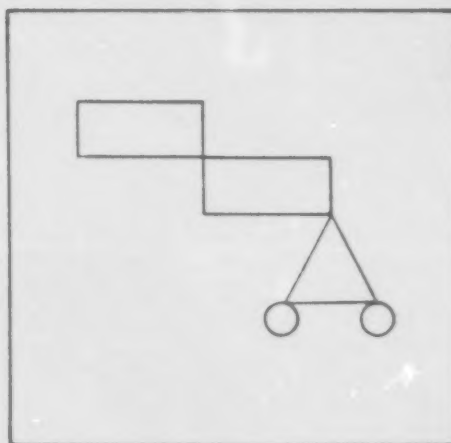
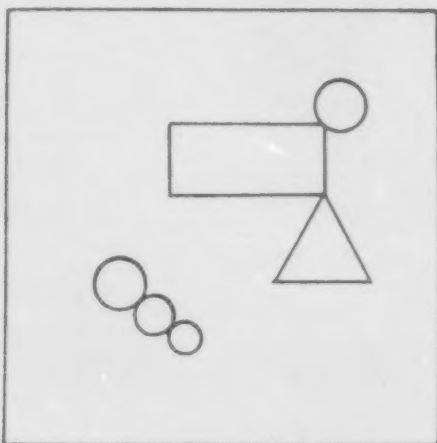
Walking together	Eating together
Sitting down beside	Playing games together
Talking/listening	Solving a problem together
Just visiting	Going to a movie together

Physical Contacts That Tell The Other Person That He/She Is O.K.

Sitting (holding) on lap	Hugging
Patting back or shoulder	Touching
Stroking arm	Holding hand
Shaking hand	Kissing

COMMUNICATION EXPERIMENTS OR GAMES

1. Make copies of cartoons with the captions left off. Have the students write captions for the cartoons.
2. Draw a diagram in which geometric shapes have been placed in a certain pattern. Choose one person to be the speaker and one to be the listener. The speaker sees the diagram, and then must tell the listener how to draw the diagram. As the listener draws, no questions may be asked. When complete, discuss the flow of communication. Do the diagrams look very much alike? Repeat the experiment, using a different diagram. This time allow the former listener to ask the questions. Again discuss the flow of communication.



3. Psychology Today Games
Box 700
Del Mar, California 92014

(Add \$.75 to your total order for postage and handling.)

Commercial Games:

"Body Talk" - a game that teaches nonverbal communication. Two to ten persons may play. Cost: \$5.95.

"Woman and Man Game" - a game that increases understanding a communication between the sexes. Two to six persons may play. Cost \$7.95.

"Black and White Game" - a game that helps increase understanding and communication between the races. Three to nine persons may play. Cost: \$6.95.

page 2

4. The December 1974 issue of Tips and Topics has many good ideas for communication exercises. Write Tips and Topics, College of Home Economics, P.O. Box 4170, Texas Tech. University, Lubbock, Texas 79409 to inquire about receiving a back issue of this publication. Enclose \$.75 per copy.
5. Have the students listen to popular songs, old songs, or music. Have them tell what they think the author of the song or the composer of the music is trying to communicate. Discuss the phrase: "Music is a universal language."

LIST OF BOOKS RELATING TO COMMUNICATING WITH OTHERS

- Albrecht, Margaret. Parents and Teenagers: Getting Through to Each Other.
New York: Parents' Magazine Press, 1972.
- Bienvenu, M.J. Parent - Teenager Communication: Bridging the Generation Gap.
Public Affairs Pamphlets, 351 Park Avenue South, New York, NY 10016.
Cost: \$.50.
- Freed, Alvyn M., T.A. for Kids. Sacramento, California: Jalmar Press Inc.,
1971. Cost: \$4.00.
- Freed, Alvyn M., T.A. for Teens. Sacramento, California: Jalmar Press Inc.,
1976.
- Freed, Alvyn M., T.A. for Tots. Sacramento, California: Jalmar Press Inc.,
1974. Cost: \$5.95.
- Ginott, Hiam. Between Parent and Child. New York: MacMillian Company, 1965.
- Ginott, Hiam. Between Parent and Teenager. New York: MacMillian Company, 1965.
- Lewis, Howard R. and Howard S. Streitfield. Growth Games. Atlanta, Georgia:
Harcourt, Brace, Jovanovich, Incorporated, 1970.

Check-Out Activity Sheet

COMMUNICATION

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Match the levels or patterns of communication with the descriptions by writing the letter of the DESCRIPTION beside the number of the LEVELS OR PATTERNS OF COMMUNICATION.

<u>LEVELS OR PATTERNS OF COMMUNICATION</u>	<u>DESCRIPTION</u>
___ 1. Cliche conversation	a. The level of communication that may make us feel exposed
___ 2. Blaming	b. "Yes man" communication
___ 3. Leveling	c. When a person begins to share information about himself/herself
___ 4. Sharing your feelings	d. Avoiding feelings and emotions when communicating
___ 5. Gossip	e. Small talk or polite conversation
___ 6. Distracting	f. Reporting things about others
___ 7. Placating	g. Complete openness and honesty between two people
___ 8. Peak communication	h. Continuously changing the subject
___ 9. Computing	i. Fault finding
___ 10. Telling your ideas	j. The total response to others that promotes peak communication

Directions: Answer the following questions.

11. List three examples of verbal communication.

12. List three examples of nonverbal communication.
13. Communication fails when there is a _____ in the communication process.
14. List four points that are aids for communicating with others and overcoming communication failure.
15. Name four types of listeners.
16. "I" messages put the responsibility for your feelings on _____.
17. List four ways to develop an understanding of others.
18. List four personal traits that promote good communication.

Check-Out Activity Sheet
ANSWERS
COMMUNICATION

<u>LEVELS OR PATTERNS OF COMMUNICATION</u>	<u>DESCRIPTION</u>
<u>e</u> 1. Cliche conversation	a. The level of communication that may make us feel exposed
<u>i</u> 2. Blaming	b. "Yes man" communication
<u>j</u> 3. Leveling	c. When a person begins to share information about himself/herself
<u>a</u> 4. Sharing	d. Avoiding feelings and emotions when communicating
<u>f</u> 5. Gossip	e. Small talk or polite conversation
<u>h</u> 6. Distracting	f. Reporting things about others
<u>b</u> 7. Placating	g. Complete openness and honesty between two people
<u>g</u> 8. Peak communication	h. Continuously changing the subject
<u>d</u> 9. Computing	i. Fault finding
<u>c</u> 10. Telling your ideas	j. The total response to others that promotes peak communication
11. List <u>three</u> examples of verbal communication.	
--speaking	
--tone of voice	
--listening	
--reading	
--writing	
12. List <u>three</u> examples of nonverbal communication.	
--hand gestures	
--movements of the body	
--facial expressions	
--eye movement	
--posture	
13. Communication fails when there is a <u>barrier</u> in the communication process.	
14. List <u>four</u> points that are aids for communicating with others and overcoming communication failure.	

- Develop language skills by studying and practicing:
 - correct pronunciation of words
 - proper grammar
 - reading for comprehension
 - correct spelling
 - penmanship
 - Practice good posture, proper body mechanics, facial expressions, and eye contact.
 - Properly clean and care for personal clothing and shoes.
 - Practice good grooming habits regularly.
 - Develop active and passive listening skills.
 - Work to overcome undesirable personality traits.
 - Strive to understand the feelings and personalities of others.
 - Learn to overlook undesirable personality traits of others.
15. Name four types of listeners.
- Careless listeners
 - Narrow listeners
 - Defensive listeners
 - Active or reflective listeners
 - Passive listeners
16. "I" messages put the responsibility for your feelings on you.
17. List four ways to develop an understanding of others.
- Know the growth and development characteristics of people from birth through adulthood.
 - Take time to communicate.
 - Discipline with love.
 - Allow each person a time and place for privacy.
 - Avoid asking too many questions.
 - Keep confidences.
18. List four personal traits that promote good communication.
- empathy
 - trustworthiness
 - honesty
 - kindness
 - optimism
 - fairness
 - generosity
 - patience
 - courage

HANDLING CONFLICTS IN RELATIONSHIPS

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RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Learning to be assertive.	4
Guidance Associates, "The Gentle Art of Saying No," (three filmstrips, three cassette tapes, or records).	

RECOMMENDED REFERENCES

TOPIC: Conflicts in relationships.	1
Sasse, Person to Person, 1978 edition.	
Kelly & Chamberlain, <u>Survival, A Guide to Living on Your Own</u> , 1980 edition.	
Paolucci, Fatola, and Thompson, <u>Personal Perspectives</u> , 1978 edition.	

CHARACTERISTICS OF PRODUCTIVE AND DESTRUCTIVE QUARRELING

Productive Quarreling

- Quarreling is limited to one issue.
- The issue may have to be redefined.
- All available information is used to find a solution.
- A solution can be reached without hurting anyone's feelings.
- The relationship is made stronger.

Destructive Quarreling

- Quarreling goes beyond the original issue.
- Each person becomes defensive as he/she is personally attacked.
- Quarreling is often emotional and irrational.
- Tensions and frustrations are increased.
- The relationship is damaged by the quarrel.

LIST OF BOOKS RELATING TO
ASSERTIVENESS AND SELF-CONCEPT

- Canfield, Jack and Harold C. Wells. One Hundred Ways to Enhance Self-Concept in the Classroom. New York: Prentice-Hall, Incorporated, 1976.
- Dobson, Dr. James. Hide or Seek. Old Tappan, NJ: Fleming H. Revell Company, 1974.
- Dyer, Wayne W. and John Vriend. Counseling Techniques That Work. Washington, DC: APGA Press, 1975.
- Fast, Julius. Body Language. New York: Simon and Schuster, 1970.
- Feinsterheim, Herbert and Jean Baer. Don't Say Yes When You Want to Say No. New York: Dell Company, 1975.
- Gallasi, Merna Dee and John Gallasi. Assert Yourself! New York: Human Science Press, 1977.
- Jakabowski - Spector, Patricia. "An Introduction to Assertiveness Training Procedures for Women" (Monograph). Washington, DC: APGA, 1973.
- Lewis, Howard R. and Howard S. Streitfield. Growth Games. Atlanta: Harcourt, Brace, Jovanovich, Incorporated, 1970.
- Powell, John. Why Am I Afraid to Love? Niles, IL: Argus Communications, 1972.
- Powell, John. Why Am I Afraid to Tell You Who I am? Niles, IL: Argus Communication, 1972.
- Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, Incorporated, 1972.
- Simon, Sidney. Caring, Feeling, Touching. Niles, IL: Argus Communication, 1976.
- Simon, Sidney. I Am Loveable and Capable. Niles, IL: Argus Communication, 197__.
- Simon, Sidney. Vultures. Niles, IL: Argus Communication, 1977.
- Smith, Dr. Manuel J. When I Say No, I Feel Guilty. New York: Bantam Books Incorporated, 1975.

Check-Out Activity Sheet

HANDLING CONFLICTS IN RELATIONSHIPS

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Answer the following completion questions by filling in the blank with the correct word or words.

1. Differing points of view causing an open struggle between two or more people is a _____.
2. _____ is one way a person copes with conflict by giving in constantly to avoid disagreement.
3. Refusing to talk to the other person about the conflict is called the _____.
4. _____ is coping with a conflict by agreeing to disagree.
5. _____ is to leave when a conflict begins.
6. A person uses the _____ method of coping with conflict when he/she allows hurts and anger to build up over a period time and then unloads everything over one little incident.
7. _____ is avoiding a person with whom you have a personality conflict in order to avoid disagreement.
8. _____ is a method of solving conflict in which each person gives a little to get a little.
9. Some persons cope with conflict by hitting and beating on another person. This is _____.
10. _____ is when one person must lose all while the other person gains all.
11. _____ is simply exploding in outrage and anger when there is a conflict.

Check-Out Activity Sheet

ANSWERS

HANDLING CONFLICTS IN RELATIONSHIPS

1. Differing points of view causing an open struggle between two or more people is a conflict.
2. Martyrdom is one way a person copes with conflict by giving in constantly to avoid disagreement.
3. Refusing to talk to the other person about the conflict is called the silent treatment.
4. Accommodation is coping with a conflict by agreeing to disagree.
5. Withdrawal is to leave when a conflict begins.
6. A person uses the bagging method of coping with conflict when he/she allows hurts and anger to build up over a period of time and then unloads everything over one little incident.
7. Avoidance is avoiding a person with whom you have a personality conflict in order to avoid disagreement.
8. Compromise or "no lose" is a method of solving conflict in which each person gives a little to get a little.
9. Some persons cope with conflict by hitting and beating on another person. This is physical violence.
10. Concession is when one person must lose all while the other person gains all.
11. Blowing up is simply exploding in outrage and anger when there is a conflict.

TEENAGE PREGNANCY

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this module, or you may want to write your own.)

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RECOMMENDED AUDIO-VISUAL MATERIALS

Tape HD-18: "Effects of Pregnancy Outside of Marriage".	5
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SUGGESTED LETTER TO PARENTS

Directions to the Instructor: Our school systems vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parent permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at _____ between the hours of _____ and _____.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

Home Economics Teacher_____
Parent's Signature of Approval/Date

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EFFECTS OF PREGNANCY OUTSIDE OF MARRIAGE

The following tape is an interview with a girl, boy, mother and father, a sister and an illegitimate child on the feeling and problems they had when facing pregnancy outside of marriage. The names have been changed but the stories are told by the actual people as they faced this problem.

"I was sixteen years old and had been dating Jay for a year. I knew about birth control methods but at the time, we had our first sexual relations and I didn't want to ruin the romance of the occasion. I didn't think I would become pregnant from my first sexual experience. Next thing I knew I was pregnant. I told Jay first and he called me stupid for letting myself get pregnant. I knew he was scared and it would ruin his life. Jay was a super football player, and he had a full scholarship at one of the best universities in the state. He also had great plans in becoming a dentist. I needed to talk to someone so I went first to my, so I thought, best friend. By the end of the week I was the talk of the school. After talking with my doctor he suggested I needed to tell my parents, and that their support would be my help. I believe this was the hardest thing I ever had to do, but I told them. After the tears, the screaming and blaming, we got down to what was best for me. I was a good student and really wanted to be a nurse. We discussed all the possibilities; abortion, adoption, and keeping the baby. It also got me professional counseling. I decided to have an abortion. My parents got me a good doctor and everything went smoothly. That was a year ago. I am still seeing a counselor. It has been a bad year, but I am dating again. I'm trying very hard to improve my life and find real happiness."

"My name I will say for this interview is Tony. I'm 18 and have had several sexual relationships with different girls; they didn't get pregnant. I had been dating Peggy for six months. We never talked about birth control. I don't know if I thought she would take care of it or it just wouldn't happen--maybe I really didn't care, I just don't know. When Peggy told me she was pregnant I just didn't know what I would do. I had just graduated from high school. What would I do with a wife and kid, no more good times. Boy did I feel trapped. But yet I felt I owed her something. After all, it was my baby also. I talked to my parents after being told, I knew how to keep a girl from becoming pregnant. My father was most definite that I didn't owe her anything and that my life was not to be ruined by some girl who wanted me for a husband. It ended up that I didn't get to make any of the decisions. Peggy had her own baby, put it up for adoption, and she didn't want to marry me. Her parents took care of everything. I wouldn't have to see my baby, I don't even know if it was a boy or girl. I have suffered more than anyone knows."

"When my fifteen year old daughter told me she was pregnant I thought I would die. I cried for days, I hated everyone and I blamed myself. I had to make myself help her. She was so young--what would she do. I didn't know what to do. My husband was hurt and disappointed but he handled it much better than I did. We all went to a family counselor, by the suggestion of our family minister. This seemed to help us get everything back into perspective. We had to help Carol and be a support to her in what her decision was. She

decided to have an abortion which I was not sure I really wanted her to have. It is all over now and Carol is fine. I have real problems, though, trusting her, which has made our relationship not very good at this point. I really don't know how I will feel a year from now, but I do know, my other two younger daughters will be talked to a lot more about birth control."

"My son, a 19-year-old freshmen in college got a 16-year old girl pregnant. When he told me I was really angry. How could that little fortune hunter ruin my son. I told Paul to walk away from her. She should have taken some precautions to keep from getting pregnant. She just wanted to trap him into marriage--which would have ruined his life. She could be pregnant by anyone; he was away at school, how does he know she hadn't been with others. He didn't marry her but he stayed out of school for a semester to work and give her money to have that baby. He doesn't seem so happy or have much fun anymore."

"My sister has made my life absolutely miserable. She got pregnant when she was 16 and above all things decided to keep the baby. I am now sixteen and my parents will hardly let me out of their sight. I can't date; I can't spend the night with friends; they even check on me at school functions. I just don't think it is fair; I am not my sister. Believe me I learned to be smarter from her experiences. She is now eighteen and has had absolutely no life at all. As far as I can see, her life is miserable. I even have to baby sit just so she can finish school and work. Sometimes I feel sorry for my sister, but I still do not understand why I am being punished for her mistakes. I can even see at my age what a hard life my little niece is going to have. If only I had a chance to prove to my parents that I can be trusted at home, my work and my world would be a lot better."

"I am a fourteen year old illegitimate child. My mother told me all about her and my father. My mother has raised me all by herself. I think she has done a good job. I am well adjusted, very mature for my age, make good grades and really love my Mom. I can remember kids teasing me when I was younger because I didn't have a father. Sometimes I think it would be nice to have a Dad to do things with and to talk to. I do know I want my children to have both a mother and a father. This, for some reason at this point of my life, is very important."

Check-Out Activity Sheet

TEENAGE PREGNANCY

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

TRUE-FALSE STATEMENTS

Directions: Answer the following true or false statements. Write T in the blank beside those statements that are true and F in the blank beside those statements that are false.

- ____ 1. The teenage mother has a lower death rate than those mothers 20 - 24 years of age.
- ____ 2. The age at which there are the fewest complications during pregnancy is 20 - 24.
- ____ 3. The teen mother, father, their parents, and other relatives may all be affected by the pregnancy.
- ____ 4. Divorce rates among teens is higher than those who marry later.
- ____ 5. Most teenage mothers are able to continue in school and become self-supporting.

SHORT ANSWER QUESTIONS

Directions: Answer the following questions.

1. List four options given in learning activities to deal with pregnancy during the teen years.
2. List two problems that are more likely to occur to babies of teenage mothers.
3. List two problems that may result when a teen mother chooses to keep her child and not marry.
4. List one advantage and one disadvantage of adoption.

Check-Out Activity Sheet

ANSWERS

TEENAGE PREGNANCY

TRUE-FALSE STATEMENTS

- F 1. The teenage mother has a lower death rate than those mothers 20 - 24 years of age.
- T 2. The age at which there are the fewest complications during pregnancy is 20 - 24.
- T 3. The teen mother, father, their parents, and other relatives may all be affected by the pregnancy.
- T 4. Divorce rates among teens is higher than those who marry later.
- F 5. Most teenage mothers are able to continue in school and become self-supporting.

SHORT ANSWER QUESTIONS

1. List four options given in readings to deal with pregnancy during the teen years.
- Marriage
 - Abortion
 - Adoption
 - Single parenthood
2. List two problems that are more likely to occur to babies of teenage mothers.
- Born prematurely or are too small
 - Birth injuries
 - More childhood illnesses
 - Problems with the nervous system
3. List two problems that result when a teen mother chooses to keep her child and not marry.
- May have to drop out of school
 - May have financial problems
 - May have resentment from other family members
 - May have more demands than teenager is emotionally able to meet

4. List one advantage and one disadvantage of adoption.

Advantages:

- Allows teen to continue education and become more mature before settling down
- A better home may be provided for the child

Disadvantages:

- A final transaction legally
- May experience a sense of loss

LIVING WITH THE ELDERLY

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Check-out Activity Sheet

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RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Attitudes toward aging 5

Guidance Associates, "How Would You Like to be Old?" (two filmstrips with records and cassette tapes).

OR

Eye Gate Media, "Aging: A Fact of Life," (two filmstrips with records and cassettes).

RECOMMENDED REFERENCES

Topic: The nuclear family and the extended family . . . 1

American Red Cross, Family Health and Home Nursing, 1979 edition.

BICENTENNIAL CHARTER FOR OLDER AMERICANS

Prepared by the Federal Council on the Aging

January, 1976

The Bicentennial Charter for Older Americans is a revision of the Senior Citizens Charter of Rights and Obligations developed by the 1961 White House Conference on Aging.

The new Charter has been prepared by the Federal Council on the Aging, an independent organization created by Congress to advise the President, the Secretary of the Department of Health, Education, and Welfare, the Commissioner on Aging, and Congress on matters relating to the special needs of older Americans.

The President, in declaring May as Older American Month, said: "It is important that our Nation make every effort to recognize the worth and dignity of our older citizens. To this end, the Federal Council on the Aging has prepared a Bicentennial Charter for our older Americans. This Charter sets forth principles to guide us in evaluating our nation's response to the problems facing older persons and appreciating the response to the problems now confronting our Nation."

He asked all Americans to reflect on the achievements and needs of our older citizens through discussion of the Bicentennial Charter.

Two hundred years ago, a new nation was founded based on the self-evident truths that all men--and women are created equal and that they are endowed by their Creator with certain inalienable rights. A Constitution was set forth for governance of these new United States of America with the goal of forming a more perfect union, establishing justice, insuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty to ourselves and our posterity.

In the two hundredth year of this nation's existence, it is good and well that we call special attention to a group of citizens which literally did not exist at the time of our Revolution. The life expectancy at birth in 1976 was 32 years. In 1976, it is projected to be 71 years and we now have a virtual "generation" of older Americans whose roles, contributions, rights and responsibilities need to be given particular attention at this time in our history.

Americans of all ages have the ultimate responsibility to be or become self-reliant, to care for their families, to aid their neighbors and to plan prudently for their old age. Older persons have the responsibility to make available to the community the benefits of their experience and knowledge. Society--be it through the institutions of the public or the private sector--has the responsibility to assist citizens to be prepared for their later years as well as to assist directly so many of the very old who for one reason or another cannot cope with the burden of increasing physical, mental, social and environmental debilities.

There follow certain basic human rights for older Americans based on the laws of nature and of nature's God" as set forth in the founding documents of this nation some two hundred years ago.

1. The Right to Freedom, Independence and the Free Exercise of Individual Initiative.--This should encompass not only opportunities and resources for personal planning and managing one's life style but support systems for maximum growth and contributions by older persons to their community.
2. The Right to an Income in Retirement Which Would Provide an Adequate Standard of Living.--Such income must be sufficiently adequate to assure maintenance of mental and physical activities which delay deterioration and maximize individual potential for self-help and support. This right should be assured regardless of employment capability.
3. The Right to an Opportunity for Employment Free from Discriminatory Practices Because of Age.--Such employment when desired should not exploit individuals because of age and should permit utilization of talents, skills and experience of older persons for the good of self and community. Compensation should be based on the prevailing wage scales of the community for comparable work.
4. The Right to an Opportunity to Participate in the Widest Range of Meaningful Civic, Educational, Recreational and Cultural Activities.--The varying interests and needs of older Americans require programs and activities sensitive to their rich and diverse heritage. There should be opportunities for involvement with persons of all ages in programs which are affordable and accessible.
5. The Right to Suitable Housing.--The widest choices of living arrangements should be available, designed and located with reference to special needs at costs which older persons can afford.
6. The Right to the Best Level of Physical and Mental Health Services Needed.--Such services should include the latest knowledge and techniques science can make available without regard to economic status.
7. The Right to Ready Access to Effective Social Services.--These services should enhance independence and well-being, yet provide protection and care as needed.
8. The Right to Appropriate Institutional Care When Required.--Care should provide full restorative services in a safe environment. This care should also promote and protect the dignity and rights of the individual along with family and community ties.
9. The Right to a Life and Death With Dignity.--Regardless of age, society must assure individual citizens of the protection of their constitutional rights and opportunities for self respect, respect and acceptance from others, a sense of enrichment and contribution, and freedom from dependency. Dignity in dying includes the right to the individual to permit or deny the use of extraordinary life support systems.

RESOURCES FOR TEACHING ABOUT AGING

BOOKS

- Butler, Robert N. Why Survive? Being Old in America. New York: Harper and Row, 1975.
- Caldwell, E. and B. R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmer Publications, 1975.
- Cameron, Marcia J. Views of Aging. A Teacher's Guide. Resources in Aging Series. Institute of Gerontology, The University of Michigan - Wayne State University, 1976.
- Colgrove, M., H. H. Bloomfield, and P. McWilliam. How to Survive the Loss of Love: 58 Things to Do When There is Nothing to Be Done. New York: Simon and Schuster, 1976.
- Comfort, A. A Good Age. New York: Crown Publishers, Inc., 1976.
- Dancy, Joseph Jr. The Black Elderly. A Guide for Practitioners. The Institute of Gerontology, The University of Michigan - Wayne State University, 1977.
- Ernst, M. and H. Shore. Sensitizing People to the Process of Aging: The In-Service Educator's Guide. Denton, Texas: The Center for Studies in Aging, North Texas State University, 1975.
- Havighurst, R. J. Aging in America: Implications for Education. Washington, D.C.: National Council on Aging, 1976.
- Jacobs, H. Lee. Youth Looks at Aging. The University of Iowa: Institute of Gerontology and Division of Extension and University Services, 1964.
- Jury, M. and D. Jury. Gramp. New York: Grossman Publishers, 1976.
- Kimmel, Douglas C. Adulthood and Aging, An Interdisciplinary Developmental View. New York: John Wiley and Sons, Inc., 1974.
- Knopf, O. Successful Aging: The Facts and Fallacies of Growing Old. New York: Viking Press, 1975.
- Rich, Thomas A., and Alden S. Gilmore. Basic Concepts of Aging. A Programmed Manual. Washington, D.C.: U.S. Government Printing Office, 1972.
- Saul, S. Aging: An Album of People Growing Old. New York: John Wiley and Sons, Inc., 1974.
- Spear, M. The Guide for In-Service Training for Developing Services for Old People. Washington, D.C.: U.S. Government Print Office, 1974.

PAMPHLETS

- _____. A Treasure Hunt. U.S. Superintendent of Documents.
- _____. Crime Prevention Handbook for Senior Citizens. U.S. Superintendent of Documents.
- _____. Facts and Myths About Aging. Washington, D.C.: National Council on Aging, 1976.

ORGANIZATIONS TO WRITE TO:

Write for a current listing of resource materials from the National Council on Aging, Washington, D.C.

Instructor's Copy for Learning Activity 6

ROLE PLAY SITUATIONS

1. Grandpa has come to live with the Wilsons. Mother tells Tommy that he will have to share his room with Grandpa.
 - a. Roleplay how you think Tommy, an eight-year-old, would react. Roleplay counseling Tommy.
 - b. Roleplay how you think Tommy, a thirteen-year-old would react. Roleplay counseling Tommy.
2. Granny Jones lives with her son's family. She doesn't like for the TV, the radio, or the stereo to be turned on because it makes her nervous. Roleplay her son talking to her about this problem. He has three children, one nine-year-old, one thirteen-year-old and one fifteen-year-old.
3. Susan's great aunt has come to live with her family. Her aunt loves needle crafts. Roleplay Susan making Aunt Jane feel a part of the family.
4. Mrs. Brown has been living with her daughter and family for three weeks. She feels useless and in the way because everyone does everything for her. Sure she's old, but do they have to treat her like an invalid. Roleplay Mrs. Brown asking her daughter to give her some responsibilities around the house.
5. Grandma Walton loves to talk about when she was young and was a county fair queen. She tells about her beaux and their carriages and horses. Everytime Gladys' boyfriend comes over for a visit Grandma starts telling her stories over and over. This embarrasses Gladys.
 - a. Roleplay Gladys talking to her mother about this problem with Grandma.
 - b. Roleplay Gladys talking to Grandma about this problem.
 - c. Roleplay Gladys talking to her boyfriend about this problem.

Check-Out Activity Sheet

THE EXTENDED FAMILY

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Answer the following questions according to the instructions provided.

1. The following conditions are reasons for negative attitudes and positive attitudes about aging. Label negative attitudes with an "N". Label positive attitudes with a "P".
 - _____ a. Increased life spans
 - _____ b. The move to the city for jobs
 - _____ c. Better medical care
 - _____ d. The machine age
 - _____ e. Sense of independence
 - _____ f. Nuclear families
 - _____ g. Social Security and retirement benefits
 - _____ h. Separating the young from the old
 - _____ i. Being made to retire
 - _____ j. The goal of personal success
 - _____ k. Freedom to enjoy personal interests
2. (True False) Many older people would rather not live with their children, but they have no other choice.
3. (True False) All elderly persons experience the same characteristics of aging.
4. List five physical changes that occur due to the aging process.
5. List four emotional and social changes that occur for a person due to the aging process.
6. What can a person do to prepare for old age?
7. The elderly have some of the same needs that everyone else has. List three of these needs.

Check-Out Activity Sheet

ANSWERS

THE EXTENDED FAMILY

1. The following conditions are reasons for negative attitudes and positive attitudes about aging. Label negative attitudes with an "N." Label positive attitudes with a "P".

P	a.	Increased life spans
N	b.	The move to the city for jobs
P	c.	Better medical care
N	d.	The machine age
P	e.	Sense of independence
N	f.	Nuclear families
P	g.	Social Security and retirement benefits
N	h.	Separating the young from the old
N	i.	Being made to retire
N	j.	The goal of personal success
P	k.	Freedom to enjoy personal interests

2. (True) False) Many older persons would rather not live with their children, but they have no choice.
3. (True) (False) All elderly persons experience the same characteristics of aging.
4. List five physical changes that occur due to the aging process.
The elderly person may:
- Have difficulty chewing and digesting some foods.
 - Have partial loss of hearing.
 - Have partial loss of eyesight.
 - Not move around as quickly or as easily as he/she did when younger.
 - Have frequent aches and pains.
 - Be forgetful.
 - Feel less attractive as the skin begins to wrinkle.
 - Experience a decrease in overall energy.
 - Have an increased brittleness and fragility of bones.
 - Experience a slowing down in the growth of new cells and repair cells of body tissues.
 - Have decreased strength in the upper arms.
 - Have difficulty in adjusting to high and low external temperatures.
 - Have poor blood circulation.
5. List four emotional and social changes that occur for a person due to the aging process.
- Being less active in work, church, or civic activities.
 - Often feeling lonely.
 - Feeling helpless and useless.
 - Having a feeling of decreased dignity and a lack of security.
 - Having less income.
 - Being forced to retire because of age.
 - Feeling unwanted.

ANSWERS

THE EXTENDED FAMILY

Page 2

6. What can a person do to prepare for old age?
- To feel useful and needed.
 - Time away from the family.
 - Love and affection.
 - Patience and understanding.
 - Some degree of independence.
 - A well-balanced diet.
 - Physical activity to keep their bodies functioning normally.
7. The elderly have some of the same needs that everyone else has. List three of these needs.
- To feel useful and needed.
 - Time away from the family.
 - Love and affection.
 - Patience and understanding.
 - Some degree of independence.
 - A well-balanced diet.
 - Physical activity to keep their bodies functioning normally.

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ASSISTING YOUNG CHILDREN AT MEALTIME

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RECOMMENDED REFERENCES

- Topic: Ways to make mealtime pleasant 2
- Hurlock, Child Growth and Development, 1979 edition.

Student Information

ANSWERS

MAKING MEALTIME PLEASANT

Directions: Write the answers to the following questions on a separate sheet of paper. Use references provided by your instructor to research the questions. Check your answers against those provided by your instructor.

1. Suggest ways to avoid feeding problems.
 - Having meals at a regular time gives a child a sense of security.
 - A relaxing meal should be free of arguments and conflicts.
 - Avoid making an issue of the amount of food a child eats.
 - Avoid bribing a child to eat.
 - Avoid stressing table manners until a child has developed the skill of self-feeding.
 - Avoid punishing a child by depriving a food.
2. Suggest ways to serve the food to make the meal enjoyable for the child.
 - Serve the food attractively. Have a variety of shapes, colors, and textures.
 - Arrange the table attractively using colors that are pleasing.
 - Offer the child servings of food in the amount that he/she can handle.
 - Offer the child food in the form that he/she can handle.
 - Cut foods up for small bites.
 - Serve children foods with mild flavors and seasonings.
 - Do not allow any family members to say that certain foods are not good in front of the younger children.
 - When possible, let the child select the food he/she likes.
 - Introduce children to new foods gradually.

Check-Out Activity Sheet

CHILDREN'S FOOD NEEDS

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Answer the following questions.

1. Give three things that children need food for.
2. Complete the following chart supplying the following information.
 - a. the basic food groups
 - b. the number of servings of each food group that a child needs
 - c. the sources of the foods of each food group

FOOD GROUP	NUMBER OF SERVINGS/DAY	FOOD SOURCES

Check-Out Activity Sheet

ANSWERS
CHILDREN'S FOOD NEEDS

1. Give three things that children need food for.
 - growth
 - energy
 - repair of body cells
2. Complete the following chart supplying the following information.
 - a. the basic food groups
 - b. the number of servings of each food group that a child needs
 - c. the sources of the foods of each food group

FOOD GROUP	NUMBER OF SERVINGS/DAY	FOOD SOURCES
Milk Group	3 or more 180-240 ml (6 to 8 oz.) glasses or equal amounts of milk product:	Milk and milk products: cheese, cottage cheese, ice cream, cream cheese.
Breads and Cereals	3 or more	Breads: biscuits, muffins, cornbread, pancakes, waffles; Ready-to-eat and cooked cereals; Rice, macaroni, spaghetti, and noodles.
Vegetables and Fruits	4 or more	At least one dark green, leafy or deep yellow vegetable containing Vitamin A. One to two servings of a citrus fruit or vegetable containing Vitamin C.
Meat Group	2 or more	Meat, poultry, fish, eggs, dried beans and peas, peanut butter.

Check-Out Activity Sheet

MAKING MEALTIME PLEASANT

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Complete the following question.

List six ways to make mealtime a pleasant experience.

Check-Out Activity Sheet

ANSWERS

MAKING MEALTIME PLEASANT

List six ways to make mealtime a pleasant experience.

- Have meals at a regular time to give a child a sense of security.
- Have relaxing meals that are free of arguments and conflicts.
- Do not make an issue of the amount of food a child eats.
- Do not bribe a child to eat.
- Do not stress table manners until a child has developed the skill of self-feeding.
- Do not punish a child with withholding a particular food.
- Serve the food attractively. Have a variety of shapes, colors, and textures.
- Arrange the table attractively, using colors that are pleasing.
- Offer the child servings of food in manageable amounts.
- Offer the child food in the form that she/he can handle.
- Cut foods up in small bites.
- Serve children foods with mild flavors and seasonings.
- Food should not be commented on negatively by other family members.
- When possible, let the child select foods.
- Introduce new foods gradually.

Evaluator's Final Checklist

ASSISTING YOUNG CHILDREN AT MEALTIME

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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- (1) The student completed the Check-Out Activity Sheet with 80% accuracy () () ()
- (2) The student completed the Check-Out Activity Sheet with 80% accuracy () () ()
- (3) When assisting a child with eating, the student:
- a. Assembled the foods and equipment () () ()
 - b. Gently washed the child's face and hands () () ()
 - c. Seated the child appropriately () () ()
 - d. Put a bib on the child () () ()
 - e. Provided the appropriate amounts of foods () () ()
 - f. Demonstrated how to handle a cup, a spoon, and/or a fork () () ()
 - g. Helped the child when necessary () () ()
 - h. Encouraged and praised the child () () ()
 - i. Gently cleaned child's face and hands after the meal () () ()

PLAY AND THE PRESCHOOL CHILD

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
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PLAY ACTIVITIES FOR YOUNG CHILDREN	4	6-8
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GUIDING CHILDREN AT PLAY	8	10-11
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UNSCRAMBLE THE PLAY ACTIVITIES	5	8
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PLAY AND THE PRESCHOOL CHILD	11	Instructor's Manual
 <u>Check-Out Activity Sheet</u>		
PLAY AND THE PRESCHOOL CHILD	11	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Play and learning about oneself and the world	2
Parent's Magazine, Play and Self-Expression: Filmstrip 2--"Play and Learning About Oneself," (one of a five filmstrip set with record or cassette tape).	

AND/OR

Parent's Magazine, Play and Self-Expression:
Filmstrip 3--"Play and Learning About the
World," (one of a five filmstrip set with
record or cassette tape).

RECOMMENDED REFERENCES

Topic: Types of play	3
Hurlock: <u>Child Growth and Development</u> , 1979 edition.	

Student Information

STORYTELLING ACTIVITIES CHECKLIST

Directions: Obtain a copy of this checklist to complete a part of Learning Activity #6.

STORYTELLING ACTIVITIES CHECKLIST	YES	NO	NOT APPLICABLE
1. The child (or children) was seated on the same level as the adult.			
2. The story was told or read clearly and loudly enough to be easily heard.			
3. If storytelling, the story was told instead of being read.			
4. If reading a story with illustrations, the book was held at the eye-level of the child (or children).			
5. The story was told with enthusiasm, expression, and appropriate action.			
6. Flannelboard characters or puppets were used to add to the story.			
7. The story was told slowly, but did not drag on.			
8. The child (or children) was given the opportunity to ask questions or to talk about the story.			

SONG TITLE SUGGESTIONS

Oh, Do You Know the Muffin Man?
Teensy-Weensy Spider
Jingle Bells
Downright, Upright
Thumbkin
Little Red Caboose
Upon the Housetop
Deck the Halls
Twinkle, Twinkle Little Star
Lazy Mary (Johnnie) Will You Wake Up
Ten Little Indians
The Mulberry Bush
If You're Happy and You Know It
Little Bull Frog
She'll Be Comin' Round the Mountain
This Old Man
The Paw Paw Patch
I'm a Little Teapot
Six Little Ducks
The Little White Duck
Mr. Froggie Went A--Courting
Where is Pointer?
Sing a Song of Six-Pence
Polly, (Billy) Put the Kettle On
In the Cabin In the Woods
This is the Way We Wash Our Hands
5 Little Monkeys
Teddy Bear
Wheels On the Bus
On Top of Spaghetti
Hokey Pokey

Student Information

STUDENT WORKSHEET FOR PLANNING A
PLAY ACTIVITY FOR PRESCHOOLERS

Directions: On a separate sheet of paper, write a plan for a play activity for preschoolers. Use the case situation provided by your instructor for Learning Activity 9. Include all of the information suggested below in your plan.

1. Type of activity:
2. Toys, materials, equipment needed:
3. Age(s) of child(ren):
4. Suggested time and location:
5. What is the value of this activity?
6. How will the child(ren) be encouraged to participate?
7. What is the expected behavior of the child(ren) for this activity?
8. What safety precautions will be taken?

Check-Out Activity Sheet

PLAY AND THE PRESCHOOL CHILD

 Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

1. Explain "active play" and "passive play."
2. Name four kinds of active play.
3. Name four kinds of passive play.
4. The child is a preschooler for the period from about _____ years-old until _____.
5. The preschool years are called the "formative" years. Why?
6. The child progresses at his/her own rate of growth and development according to such factors as _____, _____, _____, and _____.
7. List five manipulative play activities for preschoolers.
8. What are the three roles that you perform when guiding children at play?
9. List five positive guidance techniques when playing with children.

Check-Out Activity Sheet

ANSWERS

PLAY AND THE PRESCHOOL CHILD

1. Active play is play in which a child participates; passive play or amusement is an activity which the child watches someone else do something.
2. Name four kinds of active play.
 - Exploratory
 - Construction
 - Dramatic
 - Family games
 - Neighborhood games
3. Name four kinds of passive play.
 - Watching others
 - Looking at pictures
 - Listening to stories
 - Looking at comics
 - Listening to music
 - Watching television
4. The child is a preschooler for the period from about 2-1/2 - years-old until the child starts first grade.
5. The preschool years are called the "formative" years. Why?

During the preschool years, the child learns certain things that serve as the foundation for the further development in life.
6. The child progresses at his/her own rate of growth and development according to such factors as health, nutrition, physical environment, and family relationships.
7. List five manipulative play activities for preschoolers.
 - Use of playdough
 - Use of modeling clay
 - Use of papier mache
 - Cutting paper
 - Pasting
 - Painting
 - Using a hammer and nails
 - Stringing beads
 - Table games, such as puzzles and sewing cards
8. What are the three roles that you perform when guiding children at play?
 - Supervisor
 - Guide
 - Playmate

9. List five positive guidance techniques when playing with children.

- Listen to the child.
- Make yourself understood.
- Use positive language.
- Provide limits (rules).
- Be consistent.
- Reinforce good behavior.
- Encourage independence.
- Aid in clean-up.

Evaluator's Final Checklist

PLAY AND THE PRESCHOOL CHILD

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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- (1) The student completed the Check-Out Activity Sheet with 80% accuracy () () ()
- (2) When organizing and guiding a play activity for a preschool child or children, the student:
 - a. Selected an activity appropriate for the age and stage of development of the child or children () () ()
 - b. Provided toys, play equipment, and/or materials for the activity () () ()
 - c. Planned the activity to benefit the child or children based on age and stage of development () () ()
 - d. Encouraged the child or children to participate () () ()
 - e. Practiced positive guidance techniques () () ()
 - f. Listened to what the child or children had to say () () ()
 - g. Encouraged and helped the child or children clean-up the area after the activity () () ()

HELPING CHILDREN COPE WITH FEARS

CONTENTS OF MODULE

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COPING WITH CHILDHOOD FEARS	2	3-4
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COPING WITH CHILDHOOD FEARS	4	4
ANSWERS	4	5
<u>Evaluator's Final Checklist</u>		
HELPING CHILDREN COPE WITH FEARS	6	6
<u>Check-Out Activity Sheet</u>		
CASE SITUATIONS -- COPING WITH FEARS	6	Instructor's Manual
ANSWERS	6	Instructor's Manual

Check-Out Activity Sheet

CASE SITUATIONS --COPING WITH FEARS

Directions of the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent case situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

Directions: In each situation, tell one way to help the child cope with the fear.

1. Seven-month-old Bobby is afraid of Mrs. Moss who comes for a visit.
2. Eleven-month-old Wilma shows signs of readiness for walking, but also shows signs of a fear of falling.
3. Two-year-old Sam doesn't want to get in the bathtub. He screams when the stopper is unplugged. He's afraid he will go down the drain.
4. Eighteen-month-old Dana is afraid of the toilet when it is flushed.
5. Three-and-one-half-year-old Paul is afraid of ghosts.
6. Five-year-old Gregory is afraid of the water in the swimming pool.
7. Four-year-old Diane is afraid of the dark.
8. Five-year-old Larry is afraid that his Dad won't love him if he doesn't color within the lines.
9. Ten-year-old Calvin is afraid he will break his arm if he plays football.

Check-Out Activity Sheet

POSSIBLE ANSWERS

CASE SITUATIONS--COPING WITH FEARS

1. Introduce Bobby to Mrs. Moss gradually. Reassure him that he is alright.
2. Encourage Wilma to walk. Offer your hand for support until she feels that she can walk on her own.
3. Try to recognize the cause of Sam's fear, which is that he doesn't comprehend size and space. Sam doesn't realize that he is too big to slip down the bathtub drain. Show him that rubber duck or other toy doesn't go down the drain because it is too big. Tell him that he is also too big to go down the drain.
4. Realize that Dana may be afraid of the rushing water, noise, and the disappearance of waste because she feels that she too could be sucked away. Do not flush the toilet while she is still on it.
5. Avoid telling or reading ghost stories to Paul. Avoid letting him watch scary movies and TV shows. Reassure him that these things are only make-believe.
6. Do not force Gregory to go into the water against his wishes. Gradually acquaint him with the water through water play. Try to help him to enjoy the water by letting him decide what he wants to do and when.
7. Tell Diane to get up and turn on the light in her room when she becomes afraid. Install a night light or leave the hall light on and the door to her room open during the night.
8. Dad should reassure Larry that he will not get mad about the coloring. Dad should not be too strict about things that Larry may not be capable of doing. Larry should be encouraged about his accomplishments, not criticized for what he can't do.
9. Listen to Calvin's fears. Sympathize with him. Remind him of the fun he is missing out on. Encourage him to do other physical activities that may help him to gain confidence.

Evaluator's Final Checklist

HELPING CHILDREN COPE WITH FEARS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

In helping or explaining how to help a child cope with fear, the student:

- a. Identified the child's fear () () ()
- b. Tried to determine the cause of the child's fear () () ()
- c. Responded to the fear reaction in a positive way () () ()
- d. Demonstrated an understanding of the child's fear () () ()
- e. Suggested a way or ways for the child to cope with the fear . . . () () ()

ALTERING DRAPERIES

CONTENTS OF MODULE

	<u>Activity</u>	<u>Page</u>
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ALTERING LENGTH OF DRAPERIES	1	2
REHEMMING DRAPERIES	3	3
Student Self-Checks		
DECIDING PROPER ALTERATION	2	3
Evaluator's Final Checklist: ALTERING DRAPERIES	4	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Altering Draperies

Altering Draperies (Information will be titled Determining Length or Hemming Drapery--No references on alteration)

EVALUATOR'S FINAL CHECKLIST

Title: ALTERING DRAPERIES

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

The student:

- | | | | |
|--|-----|-----|-----|
| 1. Determined alteration needed. | [] | [] | [] |
| 2. Removed stitches from existing hem in drapery and lining. | [] | [] | [] |
| 3. Steam pressed to remove all signs of crease left by hem. | [] | [] | [] |
| 4. Measured evenly for either a double or single hem in drapery according to length. | [] | [] | [] |
| 5. Trimmed off excess fabric uniformly. | [] | [] | [] |
| 6. Turned up double or single hem in drapery and checked for evenness. | [] | [] | [] |
| 7. Mitered corners of hem and basted in place both hem and corners. | [] | [] | [] |
| 8. Folded a 3.8 cm (1½ inch) hem in drapery lining and basted in place. | [] | [] | [] |
| 9. Hemmed drapery in place without letting stitches or puckers show on the right side. | [] | [] | [] |
| 10. Pressed hem correctly. | [] | [] | [] |

PAINTING A WALL

CONTENTS OF MODULE

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PAINTER'S CHECKLIST	3	3
 <u>Student Self-Checks</u>		
PAINTING TERMINOLOGY	2	2
PAINTING TECHNIQUES	4	3
 <u>Evaluator's Final Checklist: PAINTING A WALL</u>	6	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Painting A Wall

- Lewis, Housing Decisions, 1978, pp. 178-183. 1
 Weiss, Home Maintenance, 1978, pp. 72-93.
 Morton, The Home — Its Furnishings and Equipment, 1979, pp. 256-257.

EVALUATOR'S FINAL CHECKLIST

Title: Painting a Wall

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

1. When preparing to paint a wall, the student:

A. Moved furniture	[]	[]	[]
B. Covered floor and/or furniture	[]	[]	[]
C. Cleaned wall	[]	[]	[]
D. Repaired wall	[]	[]	[]
E. Removed switches, outlets, rods, etc.	[]	[]	[]
F. Primed wall	[]	[]	[]
G. Scraped wall	[]	[]	[]
H. Sanded wall	[]	[]	[]

2. When painting the wall, the student:

A. Collected necessary tools	[]	[]	[]
B. Selected appropriate paint and equipment	[]	[]	[]
C. Mixed and thinned paint	[]	[]	[]
D. Brushed and/or rolled paint	[]	[]	[]
E. Checked for streaks, bubbles, and runs	[]	[]	[]
F. Cleaned area	[]	[]	[]
G. Replaced furniture	[]	[]	[]

EVALUATOR'S FINAL CHECKLIST

Title: MAKING THROW PILLOWS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

In making a stuffed, knife-edged throw pillow, the student:

- | | | | |
|---|-----|-----|-----|
| 1. Selected appropriate materials for pillow design. | [] | [] | [] |
| 2. Cut out fabric pieces according to instructions and on straight grain of fabric. | [] | [] | [] |
| 3. Pinned and stitched according to directions. | [] | [] | [] |
| 4. Trimmed and graded seams. | [] | [] | [] |
| 5. Turned pillow cover and pressed well. | [] | [] | [] |
| 6. Made envelope or zipped closure correctly. | [] | [] | [] |
| 7. Constructed pillow so that seams were straight and openings lay smoothly. | [] | [] | [] |
| 8. Stuffed pillow so that stuffing conformed to pillow contour and was free of lumps. | [] | [] | [] |

HANGING WALL ACCESSORIES

CONTENTS OF MODULE

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WHERE TO HANG WALL ACCESSORIES	1	2
GROUPING PICTURES	3	3
HOW TO HANG WALL ACCESSORIES	6	4

Student Self-Checks

PLACING AND GROUPING WALL ACCESSORIES	5	4
HOW TO HANG PICTURES	8	5

<u>Evaluator's Final Checklist: HANGING WALL ACCESSORIES</u>	9	Instructor's Manual
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SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Hanging Wall Accessories

Allen, Phyllis Sloan, The Young Decorator. Utah: Brigham Young University Press, 1975.Craig, Hazel and Ola Rush, Homes with Character, 3rd ed. Boston: D.C. Heath and Company, 1970.Morton, Ruth and others, The Home: Its Furnishings and Equipment. New York: McGraw-Hill Book Company, 1979, pp. 355-359.

Pamphlets:

Accent with Accessories. Southern Regional Publications HEG, County Extension Service, October 1975.4-H Home Improvement Manual – Unit II. Clemson University Extension Service.Picture-Panorama III – Placement. Clemson University Extension Service (reprint from N.C. Extension Service) June 1978.

EVALUATOR'S FINAL CHECKLIST

Title: HANGING WALL ACCESSORIES

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

In hanging wall accessories, the student:

- | | | | |
|--|-----|-----|-----|
| 1. Gathered necessary supplies and equipment | [] | [] | [] |
| 2. Used large piece of newsprint to determine pleasing, well-balanced arrangement of accessories | [] | [] | [] |
| 3. Taped newsprint to wall to select location for accessories | [] | [] | [] |
| 4. Marked spot for nail to hang each accessory | [] | [] | [] |
| 5. Placed pieces of clear tape over marks for nails to protect the wall | [] | [] | [] |
| 6. Hammered nails on downward angle through tape on marks | [] | [] | [] |
| 7. Used correct procedures so that wall was free of cracks. | [] | [] | [] |
| 8. Hung accessories that were steady and secure, flat to wall with no wires showing, and grouped in a pleasing design. | [] | [] | [] |

MAKING A QUILT

CONTENTS OF MODULE

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STEP-BY-STEP DIRECTIONS FOR A NINE-PATCH QUILTED SQUARE	7	4
 <u>Student Self-Check</u>		
MAKING QUILTS	6	2
<u>Evaluator's Final Checklist: MAKING A QUILT</u>	8	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

Illustrations contained within references listed below 1,3 5

RECOMMENDED REFERENCES

Topic: Patchwork and Quilting

Better Homes and Gardens, Patchwork and Quilting, 1977, pp. 4-9; 46-49; 34 and 60 1,3 5

Bogen, A Beginner's Book of Patchwork, Applique, and Quilting, 1974, pp. 23-30; 33-42, and 86

Brown, Creative Quilting, 1975, pp. 12-15; 18-24; 27, 34-35, and 39-42

McCall's, The McCall's Book of Quilting, 1975, pp. 6-7

EVALUATOR'S FINAL CHECKLIST

Title: MAKING A QUILT

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

In making a nine-patch quilted square, the student:

- | | | | |
|---|-----|-----|-----|
| 1. Chose fabrics appropriate for quilted square | [] | [] | [] |
| 2. Pre-washed and pressed fabrics | [] | [] | [] |
| 3. Cut fabrics on the straight of the grain | [] | [] | [] |
| 4. Cut each part neatly and accurately to the specific size indicated | [] | [] | [] |
| 5. Put right sides of squares together for stitching | [] | [] | [] |
| 6. Matched corners exactly | [] | [] | [] |
| 7. Kept raw edges of seam together | [] | [] | [] |
| 8. Used recommended seam allowance | [] | [] | [] |
| 9. Used proper length and type of stitch | [] | [] | [] |
| 10. Smoothed all tucks and pleats out of fabric | [] | [] | [] |
| 11. Stitched straight seams | [] | [] | [] |
| 12. Secured threads at both ends of seams | [] | [] | [] |
| 13. Matched seams of squares when making rows of patchwork | [] | [] | [] |
| 14. Pressed seams open | [] | [] | [] |

EVALUATOR'S FINAL CHECKLIST

Title: MAKING A QUILT, Continued

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

15. Made all patches of the square exactly the same size and maintained grainline	[]	[]	[]
16. Marked lightly and accurately an appropriate design on the patchwork top	[]	[]	[]
17. Layered batting on top of wrong side of backing	[]	[]	[]
18. Smoothed batting and backing until free of lumps and wrinkles	[]	[]	[]
19. Combined layers of quilt top in correct order	[]	[]	[]
20. Matched layer edges and corners exactly	[]	[]	[]
21. Quilted decorative design along markings on quilt top	[]	[]	[]
22. Secured threads at ends of rows of decorative stitching	[]	[]	[]
23. Trimmed bulk from seams	[]	[]	[]
24. Finished edges neatly and attractively	[]	[]	[]

ARRANGING FURNITURE

CONTENTS OF MODULE

Student Information

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ARRANGING FURNITURE	2	3
PRINCIPLES OF ARRANGEMENT	4	5
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PLAN ON PAPER	8	7
FURNITURE ARRANGEMENT CHECK SHEET	9	8
GOOD DESIGN IN ARRANGEMENT	11	9
SAMPLE ROOM ARRANGEMENT PLANS	12	10

Student Self-Checks

ARRANGING FURNITURE	13	11
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<u>Evaluator's Final Checklist: ARRANGING FURNITURE</u>	14	Instructor's Manual
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SUGGESTED AUDIO-VISUAL MATERIALS

"Working with Space," Butterick Interior Design Series, Program 2. Butterick Publishing Co., Altoona, PA 16603

RECOMMENDED REFERENCES

TOPIC: Arranging Furniture

Morton and others, The Home: Its Furnishings and Equipment, New York: McGraw-Hill, 1979, pp. 303-322.

Foster and others, Creative Living, New York: Butterick Publishing Co., 1979, pp. 192-209.

CHECK-OUT ACTIVITY

Case Situation

Arrange furniture in a "great" room for Jim and Mary, a married couple in their early twenties. They enjoy having friends in and use the room frequently for entertaining. The room is 5.4 m x 3.9 m (17 ft 8 in x 12 ft 8 in). A window is located in the middle of the 3.9 m (12 ft 8 in) wall. The opposite wall has no structural features.

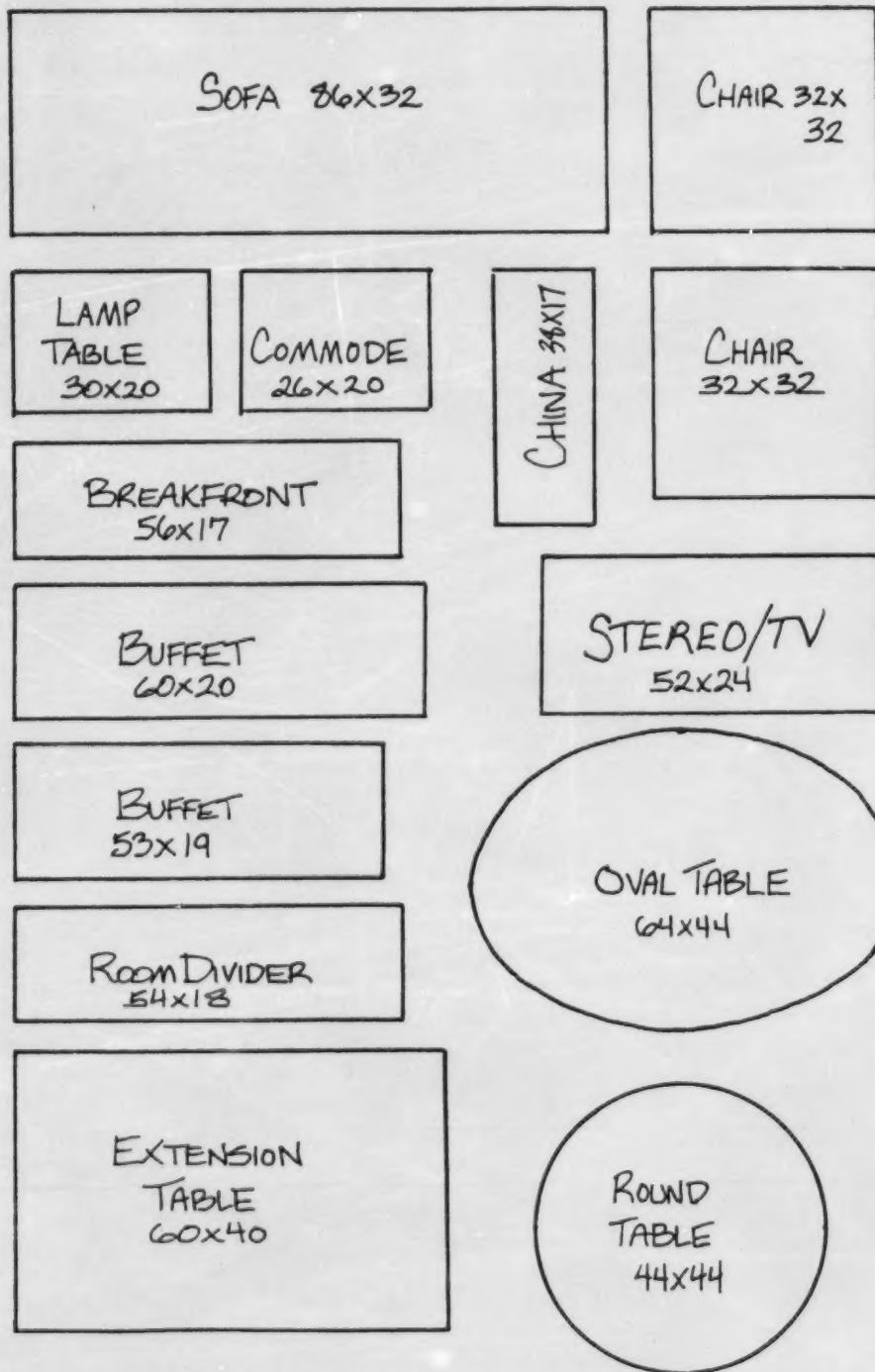
One of the 5.4 m (17 ft 8 in) walls has an opening the width of a standard door at one end. The opposite wall has a window in the center of the wall and a door to the front porch. The two doors are approximately flush with the 3.9 m (12 ft 8 in) wall which has no structural features.

Arrange a sofa, two chairs, a stereo/TV combination, and three tables.

Templates for Furniture Arranging

(Use this form for the Check-Out Activity)

Scale 1.27 cm equals .3048 m (1/4 inch equals 1 foot)



Templates for Furniture Arranging

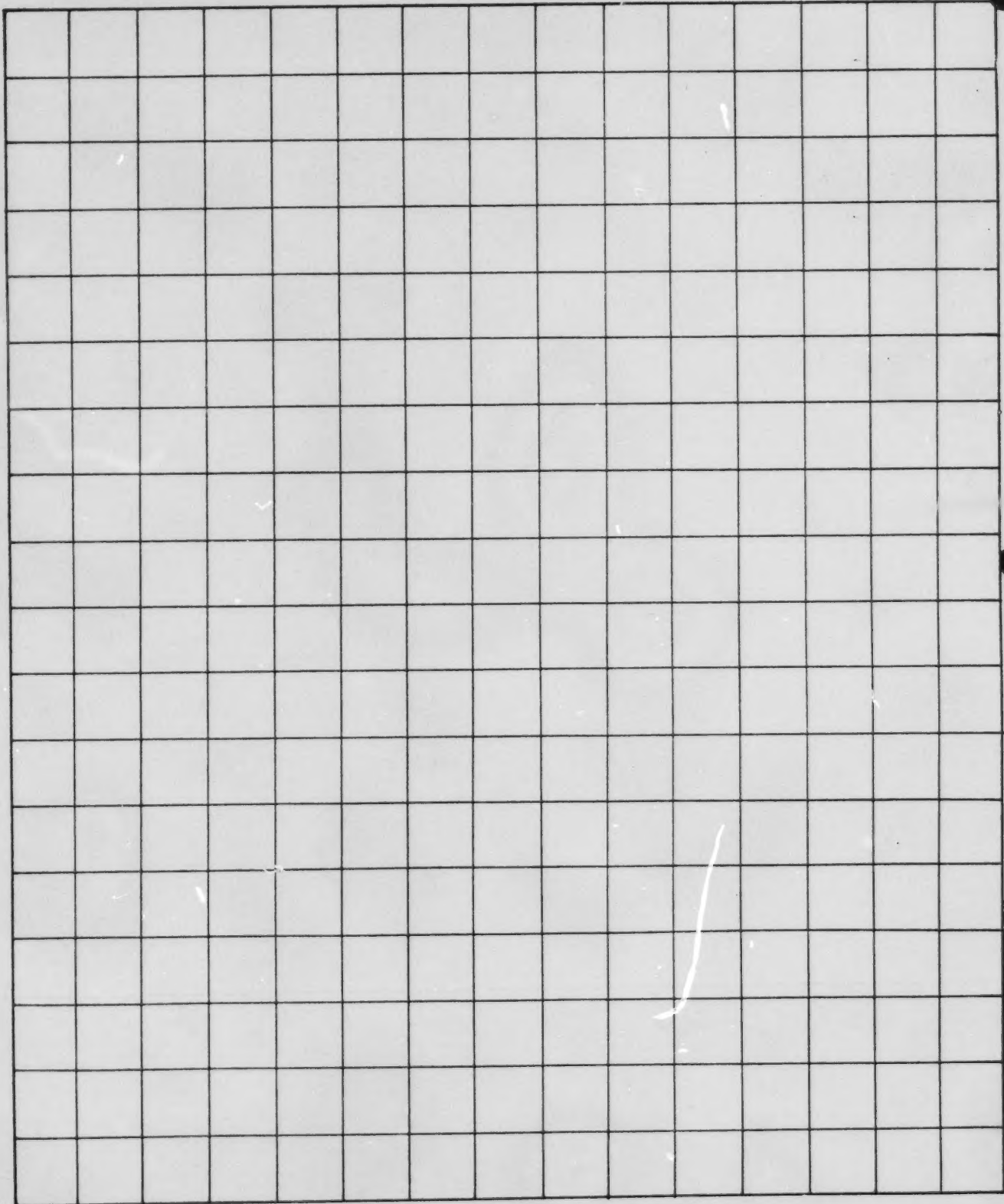
(Use this form for the Check-Out Activity)

Scale 1.27 cm equals .3048 m ($\frac{1}{2}$ inch equals 1 foot)

DOUBLE DRESSER 56x20	TRIPLE DRESSER 62x19	6'6" KINGSIZE BED
CHEST 40x20	CHEST 38x19	4'6" BED
NIGHT STAND 24x15	NIGHT STAND 24x15	3'3" SINGLE BED
ARM CHAIR 19x17	ARM CHAIR 19x17	3'3" BED
SIDE CHAIR 19x17	SIDE CHAIR 19x17	
SIDE CHAIR 19x17	SIDE CHAIR 19x17	

(Use this form for the Check-Out Activity)

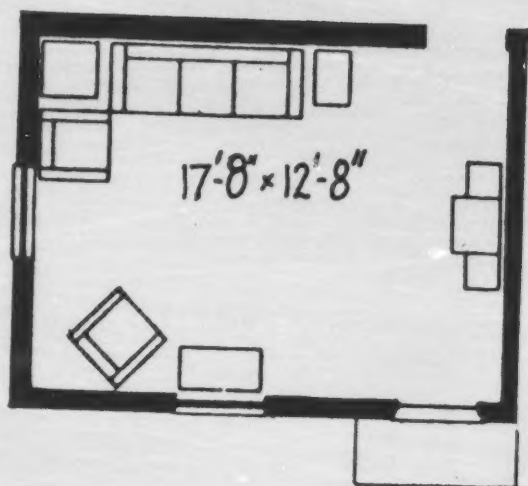
Each square equals 1.27 cm. Scale 1.27 cm equals .3048 m ($\frac{1}{2}$ inch equals 1 foot)



CHECK-OUT ACTIVITY

No. 26

Suggested Key



EVALUATOR'S FINAL CHECKLIST

Title: ARRANGING FURNITURE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

The student arranged furniture for the case situation using the following criteria:

- | | | | |
|--|-----|-----|-----|
| 1. Grouped furniture to provide for functional areas. | [] | [] | [] |
| 2. Lighting was adequate for functional need. | [] | [] | [] |
| 3. Furniture did not block passageways. | [] | [] | [] |
| 4. Adequate space was allowed for opening of doors, drawers, etc. | [] | [] | [] |
| 5. Furniture arrangement presented no safety hazards — traffic lanes were left open. | [] | [] | [] |
| 6. Furniture arrangement was balanced. | [] | [] | [] |
| 7. Larger pieces of furniture were placed first, followed by smaller items. | [] | [] | [] |

REFINISHING FURNITURE

CONTENTS OF MODULE

Student InformationActivity Page

REFINISHING FURNITURE	1	2
REMOVING OLD FINISHES	3	3
PREPARING SURFACES FOR NEW FINISH	4	3
APPLYING A NEW FINISH	5	5

Student Self-Check

REFINISHING FURNITURE	7	5
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<u>Evaluator's Final Check</u> <u>ist</u> : REFINISHING FURNITURE	8	Instructor's Manual
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SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

Topic: Refinishing Furniture

Craig, Hazel Thompson. Homes With Character, 4th ed., Lexington, Mass: D. C. Heath and Company.

EVALUATOR'S FINAL CHECKLIST

Title: REFINISHING FURNITURE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

In refinishing the piece of furniture, the student:

- | | | | |
|--|-----|-----|-----|
| 1. Gathered the necessary supplies and tools | [] | [] | [] |
| 2. Covered floor of working area | [] | [] | [] |
| 3. Moved furniture to work area | [] | [] | [] |
| 4. Removed hardware | [] | [] | [] |
| 5. Removed old finish | [] | [] | [] |
| 6. Made necessary repairs | [] | [] | [] |
| 7. Cleaned, smoothed, and primed surface | [] | [] | [] |
| 8. Applied appropriate finish so that furniture was free of runs, bubbles, streaks, and fingerprints | [] | [] | [] |
| 9. Replaced hardware | | | |

PRUNING SHRUBS

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
PRACTICAL PRUNING POINTERS	1	2
<u>Student Self-Checks</u>		
WHY PRUNE SHRUBS?	2	4
<u>Evaluator's Final Checklist: PRUNING SHRUBS</u>	4	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

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None

RECOMMENDED REFERENCES

TOPIC: Pruning Shrubs

Clemson University Cooperative Extension Service, Clemson, South Carolina, Horticulture Leaflet
No. 29. 3

EVALUATOR'S FINAL CHECKLIST

Title: PRUNING SHRUBS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

When pruning a plant, the student:

- | | | | |
|--|-----|-----|-----|
| 1. Selected the proper tools. | [] | [] | [] |
| 2. Determined the shape of the plant and removed growth which extended beyond the desired shape; remaining plant was uniform in shape. | [] | [] | [] |
| 3. Removed all diseased, dead, and broken branches. | [] | [] | [] |
| 4. Sealed cuts larger than 1.9 cm (3/4 inch) with an antiseptic compound. | [] | [] | [] |

CAULKING SEAMS AND CRACKS

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
GLOSSARY OF TERMS	1	2
CAULKING SEAMS AND CRACKS	4	3

Student Self-Checks

TERMS TO KNOW	2	3
CAULKING	5	6

<u>Evaluator's Final Checklist: CAULKING A SEAM</u>	6	Instructor's Manual
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SUGGESTED AUDIO-VISUAL MATERIALS

Instructor may decide to demonstrate caulking to the group before any student begins this module.

RECOMMENDED REFERENCES

TOPIC: Caulking Seams and Cracks

- Simple Home Repairs, USDA Bulletin No. 1034, pages 5 and 6. 3
- "Caulking the Openings in Your Home," Clemson University Cooperative Extension Service, Energy Conservation Leaflet 18.
- "Caulking a Bathtub/Wall Joint," Forecast, October, 1978, page 42.
- "Caulking," Better Homes and Gardens Guide-To Series, Home Upkeep & Repair, pages 8-11.

EVALUATOR'S FINAL CHECKLIST

Title: CAULKING SEAMS AND CRACKS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

In caulking a seam, the student:

- | | | | |
|--|-----|-----|-----|
| 1. Assembled needed materials | [] | [] | [] |
| 2. Removed old caulking | [] | [] | [] |
| 3. Cleaned area to be caulked | [] | [] | [] |
| 4. Allowed area to dry before applying caulking compound | [] | [] | [] |
| 5. Prepared caulking compound | [] | [] | [] |
| 6. Applied and smoothed the caulking evenly and left no air bubbles. | [] | [] | [] |
| 7. Cleaned up area after completing the task | [] | [] | [] |

REPLACING A FAUCET WASHER

CONTENTS OF MODULE

Student Information

None

ActivityPageStudent Self-Checks

REPLACING A FAUCET WASHER 3

2

Evaluator's Final Checklist: REPLACING A FAUCET WASHER 4

Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Replacing a Faucet Washer

Repairing a Leaky Faucet, Weiss, Home Maintenance, 1978, pp. 50-53. 2

Simple Plumbing Repairs, USDA Bulletin No. 2202, p. 1.

The Good Housekeeping Decorating and Do-It-Yourself Book, 1977, p. 158.

EVALUATOR'S FINAL CHECKLIST

Title: REPLACING A FAUCET WASHER

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	---------------------	-------------------

When learning how to replace a faucet washer, the student:

- | | | | |
|---|-----|-----|-----|
| 1. Observed a group demonstration by the instructor | [] | [] | [] |
| 2. Read and studied about replacing a faucet washer in an assignment | [] | [] | [] |
| 3. Listed the steps in replacing a faucet washer in the correct order | [] | [] | [] |

UNCLOGGING A DRAIN

CONTENTS OF MODULE

Student InformationActivityPage

GLOSSARY OF TERMS 1 2

Student Self-Checks

DOWN-THE-DRAIN 2 3

Evaluator's Final Checklist: UNCLOGGING A DRAIN 4 Instructor's Manual

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SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Unclogging A Drain

"Clogged Drains," Forecast, Oct. 1978, pp. 42-43."Unclogging A Sink Drain," Better Homes & Gardens Guide-To Series, Plumbing Repairs, pp. 34-35."Freeing Clogged Plumbing Lines," Clemson University Extension, Housing Leaflet 215."Plumbing," Better Homes & Gardens Guide-To Series, Home Upkeep and Repair, pp. 34-35.Weiss, Home Maintenance, 1978, pp. 58-61.

EVALUATOR'S FINAL CHECKLIST

Title: UNCLOGGING A DRAIN

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	---------------------	-------------------

Given a sink drain with a make-believe clog, a plunger, a commercial drain cleaner, a funnel, a plumber's auger, hot water, a bucket and rags, the student:

- | | | | |
|---|-----|-----|-----|
| 1. Checked the drain to see if hair, dirt, or other object was in the strainer | [] | [] | [] |
| 2. Removed the strainer and filled the sink with about 2.5 cm (1 inch) of water | [] | [] | [] |
| 3. Used a plunger in an up-and-down motion to unclog the drain | [] | [] | [] |
| 4. Explained the use of a commercial drain cleaner and funnel to open the drain, following directions given on the container | [] | [] | [] |
| 5. Explained safety precautions in use of chemical drain cleaner | [] | [] | [] |
| 6. Located the trap below the sink, placed a bucket under the trap, loosened the trap clean-out and used (or explained the use of) a plumber's auger to clean out the drain | [] | [] | [] |
| 7. Wiped up any spills with rags | [] | [] | [] |
| 8. Cleaned up and put away tools | [] | [] | [] |

REPLACING A PLUG

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
GLOSSARY OF TERMS	1	2
<u>Student Self-Checks</u>		
TERMS TO KNOW	2	4
<u>Evaluator's Final Checklist: REPLACING A PLUG</u>	6	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

Permanent display of plugs and wires (cords)	4
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RECOMMENDED REFERENCES

TOPIC: Replacing a Plug

"Replacing a Plug," Weiss, <u>Home Maintenance</u> , 1978, pp. 244-249.	5
"Electrical Plugs — Repair or Replace," USDA Program Aid No. 1034, pp. 3-4.	

EVALUATOR'S FINAL CHECKLIST

Title: REPLACING A PLUG

Performance Level: All items must receive a rating of Accomplished or Not Applicable. If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

The student:

- | | | | |
|--|-----|-----|-----|
| 1. Removed old plug. | () | () | () |
| 2. Pulled cord through new plug. | () | () | () |
| 3. Separated the two wires about 9 cm (4 in). | () | () | () |
| 4. Tied the two wires together with an Underwriter's knot. | () | () | () |
| 5. Stripped the insulation 1.27 cm (½ in) from the ends of the wires. | () | () | () |
| 6. Twisted small wires together. | () | () | () |
| 7. Wrapped one set of exposed wires around one screw and the other set around the other screw. Made sure the exposed wires did not touch each other. | () | () | () |
| 8. Tightened each screw so that connections made contact. | () | () | () |
| 9. Clipped off excess wire. Insulation should come to the screw but not under it. | () | () | () |
| 10. Replaced cardboard safety shield covering exposed wire. | () | () | () |
| 11. Tested repaired cord. When plugged in, electricity flowed through without blowing a fuse. | () | () | () |

INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
SMOKE SENSORS & FIRE FACTS	3	2
<u>Student Self-Checks</u>		
SAFETY SLEUTH	4	4
<u>Evaluator's Final Checklist: INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM</u>	5	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

Fire Control and Protection Search, Forecast, Dec. 1977, p. 40. 1
Check with local public safety department for films and pamphlets.

RECOMMENDED REFERENCES

TOPIC: Installing and Using a Smoke/Fire Alarm System

"Smoke Detectors," "Fire Escapes," Morton, et al. The Home — Its Furnishings 2
and Equipment, pp. 116-117.

"Smoke Detectors and How They Work," USDC Pamphlet No. LC1074.

"Home Fire Detection," "Fire," "Babysitter's Handbook," "Exit," from the National Fire Protection Assoc.,
470 Atlantic Ave., Boston, Mass.

Owner's Manual for Smoke Detector Systems.

EVALUATOR'S FINAL CHECKLIST

Module Worksheet

Title: Installing And Using Smoke/Fire Alarm System

DIRECTIONS: Following is a True-False, Fill-In-The-Blank test. You must pass the test with 100% accuracy. Use a separate sheet of notebook paper and number 1-15. Write the answer to each question after the appropriate number.

TRUE-FALSE: Write "T" or "F" on your answer sheet.

1. A smoke sensor works by sensing smoke from a fire and setting off an alarm.
2. Smoke detectors should be located near a bedroom.
3. Battery operated or electric current detectors may be installed by the homeowner.
4. Only plan fire escape procedures from the bedrooms in your house.
5. Sleep with bedroom doors open so you can see a fire.

FILL-IN-THE-BLANK: Choose the correct word that corresponds with the sentence from the list below. Write it on your answer sheet.

WORD LIST

Safety habits	Meeting place
Fire drills	Windows
Asleep	Battery
Electric current	Ceiling
Manufacturer's directions	Neighbors

6. Hold home _____ for your family 2 or 3 times per year
7. Set a specific _____ for your family outside the house.
8. _____ may be used as alternate routes of escape if doors are hot or blocked by fire.
9. Use a _____ telephone to call the fire department.
10. Teach family members to practice good _____ at all times.
11. Smoke detectors are especially helpful when family members are _____.
12. Since smoke rises, smoke detectors should always be placed near the _____.

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Evaluator's Final Checklist (Continued)

Title: Installing And Using Smoke/Fire Alarm System

13. Carefully follow _____ when installing your system.
14. The _____ may need replacing every few months in a smoke detector.
15. Smoke detectors using _____ must be installed by an electrician.

Evaluator's Final Checklist
Answer Sheet

CORRECT RESPONSES

1. True
2. True
3. False
4. False
5. False
6. Fire drills
7. Meeting place
8. Windows
9. Neighbors
10. Safety habits
11. Asleep
12. Ceiling
13. Manufacturer's directions
14. Battery
15. Electric current

MONITORING THE HOME FOR ELECTRICAL HAZARDS

CONTENTS OF MODULE

Student InformationActivityPage

Preventing Electrical Accidents in Your Home

3

2

Student Self-ChecksEvaluator's Final Checklist: MONITORING A HOME FOR ELECTRICAL HAZARDS 4

Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Monitoring The Home For Electrical Hazards

"Safety In Working With Electricity," Weiss, Home Maintenance, 1978, p. 229. 1"Safe Use Of Electrical Devices," Weiss, Home Maintenance, 1978, pp. 249-250.

"Fire, Electricity, And Your Home," National Fire Protection Association, Pamphlet G-74A.

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EVALUATOR'S FINAL CHECKLIST

Title: MONITORING A HOUSE FOR ELECTRICAL HAZARDS

On a sheet of paper, number 1-10. Write the letter of the best answer next to the appropriate number.

1. Extension cords should not be used in which of the following ways?
 - A. Under a rug
 - B. Nailed to a wall
 - C. Both of the above
2. Avoid using electrical appliances, such as a hair dryer, while
 - A. Hands are wet.
 - B. The refrigerator is running.
 - C. Standing on a carpet.
3. Cords on toasters, irons, fans, and the television should be checked
 - A. Every day.
 - B. To see if they are frayed or any wires are exposed.
 - C. To see if they are long enough.
4. Wall outlets should be checked to see if
 - A. They feel warm or plastic has melted.
 - B. They are loose or cracked.
 - C. Both of the above
5. Read information on the following to see if they are the proper size for a lamp or light fixture.
 - A. Cords
 - B. Plugs
 - C. Bulbs
6. Every family member over this age should know how to turn off the electricity in the house.
 - A. Twenty
 - B. Ten
 - C. Five
7. You may use the following to check an outlet or switch to see if it is working properly.
 - A. Cord
 - B. Fuse
 - C. Test light

Evaluator's Final Checklist (Cont.)

8. Power tools should always be operated with a
- A. Special grounded plug.
 - B. Test light.
 - C. Extension cord.
9. One outlet can safely accommodate
- A. One or two small appliances such as a lamp or radio.
 - B. One major appliance such as a range or refrigerator.
 - C. Both of the above
10. Blown fuses
- A. May indicate an overload on the circuit.
 - B. Must be replaced with the same size fuse.
 - C. Both of the above

Evaluator's Final Checklist
Answer Sheet

CORRECT ANSWERS

- 1. C
- 2. A
- 3. B
- 4. C
- 5. C
- 6. B
- 7. C
- 8. A
- 9. C
- 10. C

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APPLYING PESTICIDES IN THE HOME

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
APPLYING AND STORING PESTICIDES IN THE HOME	1	2
<u>Student Self-Checks</u>		
RIDDING THE HOME OF PESTS	2	3
<u>Evaluator's Final Checklist: APPLYING PESTICIDES IN THE HOME</u>	4	Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Applying Pesticides in the Home

- "Inside Pesticides," National Agricultural Chemical Association. 3
- "The Chemical Do's and Don'ts Book," Shell.
- Calvin, Thomas S. and Turner, Howard J. Applying Pesticides: Management, Application, Safety. Athens, Georgia: American Association for Vocational Instructional Materials, 1976.
- "The 1980 Agricultural Chemical Handbook," Clemson University Cooperative Extension Service.

EVALUATOR'S FINAL CHECKLIST

Title: APPLYING PESTICIDES IN THE HOME

Performance Level: All items must receive a rating of Accomplished or Not Applicable. If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

The student:

- | | | | |
|---|-----|-----|-----|
| 1. Determined the pest to be controlled. | () | () | () |
| 2. Selected the correct pesticide to be used. | () | () | () |
| 3. Read the label. | () | () | () |
| 4. Collected equipment and supplies. | () | () | () |
| 5. Placed pesticide in applicator following label directions. | () | () | () |
| 6. Removed children, pets, food, etc., from area to be treated. | () | () | () |
| 7. Applied pesticide according to label directions so that pests were controlled within the time stated on the label. | () | () | () |
| 8. Cleaned applicator thoroughly. | () | () | () |
| 9. Double checked the label concerning storage procedures. | () | () | () |
| 10. Closed container tightly and labeled correctly. | () | () | () |
| 11. Stored container out of reach of children. | () | () | () |
| 12. Washed hands with soap and water. | () | () | () |

HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS

CONTENTS OF MODULE

Student InformationActivityPage

NONE

Student Self-Checks

DON'T LIVE DANGEROUSLY!! 2

2

Evaluator's Final Checklist: HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS . . 3

Instructor's Manual

SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

TOPIC: Handling, Storing, and Disposing of Hazardous Materials

"The Chemical Do's and Don'ts Book," Shell Answer Book No. 20 1

"Storing Medical Supplies," Teen Guide to Homemaking, Webster/McGraw-Hill, 1977, p. 172.

"Bathroom Storage," The Home: Its Furnishings and Equipment, McGraw-Hill, 1979, p. 162-163.

HEW Publication No. FDA 79-7023, Keeping Children and Poisons Apart.

EVALUATOR'S FINAL CHECKLIST

Title: HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable
--------------	------------------	----------------

In storing or disposing of hazardous materials, the student:

- | | | | |
|---|-----|-----|-----|
| 1. Checked the label for old/out-of-date medication. | [] | [] | [] |
| 2. Emptied medicine into commode and flushed. | [] | [] | [] |
| 3. Checked the label for special storage instructions and stored according to instruction. | [] | [] | [] |
| 4. Checked containers to see that they were tightly closed. | [] | [] | [] |
| 5. Stored out of reach of children and pets. | [] | [] | [] |
| 6. Checked precautions on labels of all flammable materials. | [] | [] | [] |
| 7. Chose containers consistent with type of materials being stored. | [] | [] | [] |
| 8. Labeled any new containers correctly. | [] | [] | [] |
| 9. Followed printed instructions for storage of flammable materials. | [] | [] | [] |
| 10. Followed recommended disposal instructions for empty hazardous materials containers as specified by the city or county authorities. | [] | [] | [] |
| 11. Followed safety precautions while storing, handling or disposing of materials. | [] | [] | [] |
| 12. Washed hands with warm soapy water when finished. | [] | [] | [] |

STORING FIREARMS

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
STORING FIREARMS	1	2
<u>Student Self-Checks</u>		
FIREARM SAFETY	3	3
<u>Evaluator's Final Checklist:</u> STORING FIREARMS	4	Instructor's Manual

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SUGGESTED AUDIO-VISUAL MATERIALS

None

RECOMMENDED REFERENCES

None available.

EVALUATOR'S FINAL CHECKLIST

Title: STORING FIREARMS

Performance Level: All items must receive a rating of Accomplished or Not Applicable. If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Accomplished	Not Accomplished	Not Applicable

The student:

1. Listed with 100 per cent accuracy the necessary steps to be followed when storing firearms and ammunition.

() () ()

MAINTAINING A SAFE KITCHEN

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
SAFETY IN THE KITCHEN	3	3-5
PREVENTING AND EXTINGUISHING GREASE FIRES	4	5-6
CLEANING AN EXHAUST FAN	6	6
<u>Student Self-Check</u>		
KITCHEN SAFETY.	7	6-7
ANSWERS	7	8
<u>Evaluator's Final Checklist</u>		
MAINTAINING A SAFE KITCHEN.	10	Instructor's Manual
<u>Check-Out Activities</u>		
PUTTING OUT A GREASE FIRE	9	Instructor's Manual
CLEANING AN EXHAUST FAN.	9	Instructor's Manual
ANSWERS	9	Instructor's Manual

RECOMMENDED REFERENCES

TOPIC: Kitchen safety. 2

Medved, The World of Food, 1977 and 1981 editions.
Kowtaluk and Kopan, Food For Today, 1977 edition.

HAZARD HUNT

This hunt is designed to test students' knowledge of kitchen safety. You would need to prepare the lab with the situations given below.

Needed:

Pencil and paper for each student. The hazardous situations are found in two foods labs.

How to play:

Divide class into two teams. A captain and scorekeeper should be appointed for each team. Team A should check one foods lab while Team B checks the other foods lab. Then switch. A time limit of about five minutes per lab should be imposed.

For every situation identified the team receives five points. The team with the most points wins. The situation must be identified thoroughly. For example: Situation: Cabinet door left open (not just cabinet door).

Individual Check-Out:

For every situation the student should state on paper how to correct the situation and what could have happened if not corrected.

Teacher's Guide:

Hazards in the kitchen:

Simulated unsafe kitchen with the following:

- a. pan handles - turned toward front of range
- b. pot holders - thin, worn out pot holder and/or could place on a burner that is off
- c. dishtowels - damp dish towels near pans that could be picked up as pot holders
- d. electrical appliances - left plugged in near simulated sink of water (blue construction paper indicating water is in sink)
- e. knife - have knife in simulated sink of water
- f. burner - left on not in use--simulated by using white construction paper cut circle with red lines to indicate burner is on
- g. cabinet door - left open
- h. metal spoon - near or in mixing bowl with a sign in mixing bowl indicating mixer is on

- i. cookies - on top of range to remind that small children might attempt to reach up to get them
- j. oven as storage - store crackers, oven cleaner, cleaning supplies, etc. in oven
- h. dangling cord - self-explanatory
- i. household cleaners - stove under sink

CHECK-OUT ACTIVITY SHEET
PUTTING OUT A GREASE FIRE

Module F-1

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

I. Directions: Answer the following TRUE/FALSE questions which deal with extinguishing a grease fire. Write the correct answer in the blank space.

- _____ 1. Grease fires are caused by overheating the grease or by a grease spill on source of heat.
- _____ 2. A grease fire requires fast treatment.
- _____ 3. Water may be used to extinguish a grease fire.
- _____ 4. Baking powder is a good powder to use to smother a flame.
- _____ 5. Salt may not be used to extinguish a grease fire.
- _____ 6. To prevent a grease fire keep heat on high or medium high.
- _____ 7. Remain calm if a grease fire occurs.
- _____ 8. Carry burning grease outdoors to extinguish.
- _____ 9. When broiling, use a regular type pan.
- _____ 10. If a spill occurs and extinguishes a gas flame, be sure to turn gas off and open windows.

II. Directions: Grease fires must be handled quickly and correctly. Answer the questions about the following grease fires.

1. You have a skillet on the range with grease in it. You forgot to Turn off the burner when you answered the phone. When you came back into the kitchen, the grease was on fire. Tell three different ways you could put out the fire.
2. You are going to cook french fries. You have too much grease in your pan. When you add the potatoes to the grease it bubbles over and starts a fire on the burner. How would you put out the fire?
3. You are broiling hamburgers in the oven. The grease spatters and catches on fire. How would you put out the fire?

ANSWERS
PUTTING OUT A GREASE FIRE

I.

- True 1. Grease fires are caused by overheating the grease or by a grease spill on source of heat.
- True 2. A grease fire requires fast treatment.
- False 3. Water may be used to extinguish a grease fire.
- True 4. Baking powder is a good powder to use to smother a flame.
- False 5. Salt may not be used to extinguish a grease fire.
- False 6. To prevent a grease fire keep heat on high or medium high.
- True 7. Remain calm if a grease fire occurs.
- False 8. Carry burning grease outdoors to extinguish.
- False 9. When broiling use a regular type pan.
- True 10. If a spill ever occurs and extinguishes a gas flame be sure to turn gas off and open windows.

II.

- 1.
 - a. cover with lid
 - b. fire extinguisher
 - c. cover with dry, powdery material
- 2.
 - a. fire extinguisher
 - b. cover with dry, powdery material
- 3.
 - a. fire extinguisher
 - b. cover with dry, powdery material

CHECK-OUT ACTIVITY SHEET
CLEANING AN EXHAUST FAN

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

I. Directions: Answer the following TRUE/FALSE questions which deal with cleaning an exhaust fan. Write the correct answer in the blank space.

- _____ 1. An exhaust fan should be cleaned every three days.
- _____ 2. A collection of grease in an exhaust fan can cause a fire.
- _____ 3. Replace charcoal filter in nonvented fans.

II. Number the following directions for cleaning an exhaust fan in the proper sequence.

- _____ Make sure switch is off.
- _____ Clean according to directions.
- _____ Allow parts to dry.
- _____ Remove protective plate.
- _____ Assemble tools and equipment.
- _____ Rinse.
- _____ Replace cover over fan.

ANSWERS
CLEANING AN EXHAUST FAN

I.

False 1. An exhaust fan should be cleaned every three days.

True 2. A collection of grease in an exhaust fan can cause a fire.

True 3. Replace charcoal filter in nonvented fans.

II. Number the following directions for cleaning an exhaust fan in the proper sequence.

2 Make sure switch is off.

4 Clean according to directions.

6 Allow parts to dry.

3 Remove protective plate.

1 Assemble tools and equipment.

5 Rinse.

7 Replace cover over fan.

MAINTAINING SANITATION IN THE KITCHEN

CONTENTS OF MODULE

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SANITATION IN THE KITCHEN	2	3-4
PERSONAL HYGIENE IN FOOD PREPARATION.	4	5
DISPOSING OF TRASH AND GARBAGE.	6	6
USING THE GARBAGE DISPOSAL.	7	7
WASHING DISHES.	9	8-9

Student Self-Checks

KITCHEN SANITATION.	3	4
PERSONAL HYGIENE.	5	5-6
DISPOSING OF TRASH AND GARBAGE.	8	7
WASHING DISHES.	10	9
ANSWERS	3,5,8,10	10

Evaluator's Final Checklist

MAINTAINING SANITATION IN THE KITCHEN	12	Instructor's Manual
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RECOMMENDED REFERENCES

TOPIC: Personal hygiene and cleanliness in the kitchen	1
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Kowtaluk and Kopan, Food For Today, 1977 edition.
 Medved, The World of Food, 1977 and 1981 editions.

Evaluator's Final Checklist

MAINTAINING SANITATION IN THE KITCHEN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	-------------------

1. When maintaining sanitation in the kitchen, the student:

- a. Maintained good personal hygiene () () ()
- b. Kept kitchen environment clean, healthful, and sanitary () () ()

2. In disposing of garbage, the student:

- a. Sorted garbage correctly () () ()
- b. Disposed of garbage properly according to kind () () ()
- c. Read the operator's manual for electrical equipment () () ()
- d. Allowed garbage to compact and/or grind thoroughly () () ()
- e. Used proper safety procedures () () ()

3. The dishes washed by the student were:

- a. Free of grease () () ()
- b. Free of food particles () () ()
- c. Free of water spots () () ()

USING RECIPES: READING AND ADJUSTING AMOUNTS

CONTENTS OF MODULE

Student InformationActivityPage

READING AND ADJUSTING A RECIPE 2 3

Student Self-Checks

READING AND ADJUSTING RECIPES. 3 5

ANSWERS. 3 6

Evaluator's Final Checklist

USING RECIPES: READING AND ADJUSTING AMOUNTS 4 Instructor's Manual

RECOMMENDED REFERENCES

TOPIC: Using recipes and metrics. 1

Kowtaluk, and Kopan, Food For Today, 1977 edition.

Medved, The World of Food, 1977 and 1981 editions.

Evaluator's Final Checklist

USING RECIPES: READING AND ADJUSTING AMOUNTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

In altering the size of a recipe, the student:

- a. Increased metric measurements without error () () ()
- b. Increased customary measurements without error () () ()
- c. Decreased metric measurements without error () () ()
- d. Decreased customary measurements without error () () ()

READING AND APPLYING LABEL INFORMATION AND UNIT PRICINGCONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
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THE ANATOMY OF A FOOD LABEL	2	3-4
UNIT PRICING	5	4-5
OPEN DATING	7	5

Student Self-Checks

LABELING	4	4
UNIT PRICING	6	5
OPEN DATING	8	5
ANSWERS	4,6,8	6

Evaluator's Final Checklist

READING AND APPLYING LABEL INFORMATION AND UNIT PRICING	10
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Check-Out Activity Sheets

IDENTIFYING LABEL INFORMATION AND USING UNIT PRICING	Instructor's Manual
READING AND APPLYING LABEL INFORMATION AND UNIT PRICING	Instructor's Manual
ANSWERS	Instructor's Manual

LABEL COMPARISONS

Master Copy for Learning Activity #3

Module F-6

	Product A	Product B	Product C	Product D
BRAND NAME				
COMMON NAME OF PRODUCT				
NET WEIGHT				
NUMBER AND SIZE OF SERVINGS				
CALORIES				
INGREDIENTS				
% of U.S. RDA				
Protein				
Vitamin A				
Vitamin C				
Thiamine				
Riboflavin				
Niacin				
Calcium				
Iron				
MANUFACTURER				

DISCUSSION QUESTIONS--
LABEL INFORMATION

These questions are to stimulate class discussion. There are no right or wrong answers. Add other questions that would relate to your students.

1. Would you choose one of these products instead of the others because of the brand name?
2. Why do you choose a certain brand? Is it because it is used at home? Do you choose a brand because of its advertisement?
3. Do you look at the manufacturer of a product before buying?
4. Do you look at the list of ingredients before buying a product?
5. Do you avoid products that have certain undesirable ingredients listed? Why? Is it for health reasons given to you by a doctor or for personal preferences?
6. Do you look at the number of calories per serving in a product?
7. Look at your comparison sheet and see which product is the best source of Vitamin A, Vitamin C, etc.

Check-Out Activity Sheet
 READING AND APPLYING LABEL INFORMATION AND UNIT PRICING

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Complete the following statements about label information and unit pricing.

1. What organization developed nutrition labeling?
2. Why do we need nutrition labeling?
3. Is nutrition labeling important to the average consumer? Why?
4. List of the 9 requirements of nutrition labeling.
5. Why is comparing nutrition labels and prices on different brands important?
6. Why was the universal product code (UPC) developed?
7. What do the lines of the universal product code represent?
8. What is unit pricing?
9. Why should you learn how to use unit pricing?
10. Complete the following problem using unit pricing:
 If green beans 12 oz. can sells at the store for .84 then the unit price is _____.
11. Assuming that the quality of the product is the same, which of the following would be the best buy?

(a) bacon \$1.49 16 oz.	(b) bacon \$.99 12 oz.
----------------------------	----------------------------
12. Assuming that the quality of the product is the same, which of the following is the best buy?

(a) paper towels 200 sheets 80¢	(b) paper towels 125 sheets 50¢
---------------------------------------	---------------------------------------
13. Assuming that the quality of the product is the same, which of the following is the best buy?

(a) coffee 3 lbs. \$7.50	(b) coffee 1 lb. \$3.00
--------------------------------	-------------------------------

14. Assuming that the quality of the product is the same, which of the following is the best buy?
- | | |
|--------------------|----------------|
| (a) detergent | (b) detergent |
| large economy size | giant size |
| \$4.49 15 lbs. | \$7.79 25 lbs. |
15. Assuming that the quality of the products is the same, which of the following is the best buy?
- | | |
|----------------|----------------|
| (a) sliced ham | (b) sliced ham |
| luncheon meat | luncheon meat |
| 8 Oz. | 12 oz. |
| \$1.99 | \$2.40 |

Check-Out Activity Sheet

ANSWERS

READING AND APPLYING LABEL INFORMATION AND UNIT PRICING

Directions: Complete the following statements about label information and unit pricing.

1. What organization developed nutrition labeling?

Federal Food and Drug Administration

2. Why do we need nutrition labeling?

The labeling helps the consumer to know what it is and is not in the package.

3. Is nutrition labeling important to the average consumer? Why?

Yes. It is important because it:

- a. is helpful to persons on special diets
- b. is an easy way to find the nutritive value of foods
- c. helps in planning more nutritious daily menus
- d. makes us more aware of some of the nutrients needed for a good diet
- e. helps each person spend money more wisely

4. List of the 9 requirements of nutrition labeling.

- a. list of ingredients in descending order
- b. list of additives
- c. name, address, and zip code of manufacturer
- d. common name of food
- e. variety and style of product
- f. net weight of contents
- g. list of dietary properties
- h. all information must be in English
- i. statement of quality of the product and the standards set by F.D.A.

5. Why is comparing nutrition labels and prices on different brands important?

By comparing nutrition labels and prices of different brands you can select foods that give you the most nutrition for your money.

6. Why was the universal product code (UPC) developed?

The system was developed by food store chains and food manufacturers for computerized check-out counters.

7. What do the lines of the universal product code represent?

The lines are codes for the computer.

- A. manufacturer or retailer
- B. kind of item
- C. specific product

8. What is unit pricing?

Unit pricing is cost per ounce or any other convenient unit.

Check-Out Activity Sheet

ANSWERS

READING AND APPLYING LABEL INFORMATION AND UNIT PRICING

Page 2

9. Why should you learn how to use unit pricing?

You should use unit pricing to find the better buy.

10. Complete the following problem using unit pricing:

If green beans 12 oz. can sells at the store for .84 then the unit price is _____.

\$.07 per ounce

11. Assuming that the quality of the product is the same, which of the following would be the best buy?

(a) bacon
\$1.49 16 oz.

(b) bacon
\$.99 12 oz.

(a) \$.09 per ounce

(b) \$.08 per ounce

12. Assuming that the quality of the product is the same, which of the following is the best buy?

(a) paper towels
200 sheets
80¢

(b) paper towels
125 sheets
50¢

They are the same.

13. Assuming that the quality of the product is the same, which of the following is the best buy?

(a) coffee
3 lbs.
\$7.50

(b) coffee
1 lb.
\$3.00

(a) (\$2.50 per lb.)

14. Assuming that the quality of the product is the same, which of the following is the best buy?

(a) detergent
large economy size
\$4.49 15 lbs.

(b) detergent
giant size
\$7.79 25 lbs.

(a)

15. Assuming that the quality of the products is the same, which of the following is the best buy?

(a) sliced ham
luncheon meat
8 oz.
\$1.99

(b) sliced ham
luncheon meat
12 oz.
\$2.40

(b)

BASIC EGG COOKERY

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
SELECTING EGGS	3	3-4
EGG COOKERY.	5	4-5
COOKING EGGS IN THE SHELL.	7	5-6
SCRAMBLING EGGS.	8	6

Student Self-Checks

SELECTING EGGS	4	4
EGG COOKERY.	10	6
ANSWERS.	4, 10	7

Evaluator's Final Checklist

BASIC EGG COOKERY	12	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentations :

F-7-1, "Selection and Storage of Eggs"	2
F-7-2, "Basic Egg Cookery"	6

RECOMMENDED REFERENCES

TOPIC: Nutrients in eggs, selecting eggs and egg cookery.	1
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Kowtaluk and Kopan, Food For Today, 1977 edition.
Medved, The World of Food, 1977 or 1981 edition.

F-7-1, SELECTION AND STORAGE OF EGGS

Script	Slide Content
Frame 1 Selection and Storage of Eggs	Title slide
Frame 2 Eggs are a good source of high-quality protein. They also provide high amounts of several vitamins and minerals. Eggs are relatively inexpensive when compared to other protein sources. They are also very versatile. They can be served any time of day, as a main dish, a snack, or as an ingredient for another dish.	Display of brown and white eggs
Frame 3 The United States Department of Agriculture (often called USDA) sets the standards for the grading and sizing of eggs. The grade represents the quality of the egg. There are three consumer grades: the U.S. Grade AA or Fresh Fancy, U.S. Grade A, and U.S. Grade B. The grade you will see most often is Grade A.	Shields of different grades
Frame 4 All eggs that you buy from a store have been graded. The interior quality of an egg is determined by twirling it in front of a light so that the inside can be seen. This process is called candling because years ago a candle was actually used for this process. Most eggs today are checked by "mass scanning or "flash candling." The eggs are conveyed on rollers and twirled over high-intensity lights.	Mass scanning of eggs
Frame 5 The highest quality egg is U.S. Grade AA (double A) or Fresh Fancy. Note that it stands high and covers only a small area when broken out.	Close-up of U.S. Grade AA egg
Frame 6 The U.S. Grade A covers a moderate area when broken. Both the AA and A quality eggs have a round, firm yolk and a high, thick white. Both grades are good for all purposes. They are ideal for frying and poaching when appearance counts.	Close-up of U.S. Grade A egg
Frame 7 The U.S. Grade B egg covers a wide area. It has a small amount of thick white, and the yolk	Close-up of U.S. Grade B egg

Frame 7 (cont.)

is somewhat flattened and enlarged. This grade is good for combining with other ingredients in general cooking and baking.

Frame 8

Eggs are also classed by size. The sizes are Jumbo, Extra Large, Large, Medium, Small, and Peewee. The sizes most often available are Extra Large, Large and Medium, since most eggs produced are of these sizes. This shield indicates medium-size eggs.

Shield for Medium-size eggs

Frame 9

The grade and size of an egg are not related. The grade depends only on the quality of the egg. The egg is classified by size according to its weight. There is a minimum weight per dozen for each size. There is a three-ounce difference per dozen between each size.

Classifications of eggs by size

Frame 10

The USDA shield appears on the carton or on the tape that seals the carton. Usually the shield shows both the grade and the size. In some instances the shield may only show the grade and the size may be printed elsewhere on the carton.

USDA shield on carton

Frame 11

Choose the size and grade of egg according to how it will be used. Most recipes are based on grade A medium or large eggs.

Choosing the correct size egg for the need

Frame 12

Compare the prices of the eggs by size and grade. To use unit pricing in comparing products, refer to Module F-6, "Reading and Applying Label Information and Unit Pricing."

Comparing costs of medium and large eggs

Frame 13

Eggs will maintain their quality for a good while if they are kept in a slightly humid, chilled area. At room temperature they deteriorate quickly. Buy only refrigerated eggs. Then get them home quickly and put them into your refrigerator.

Keeping eggs chilled

Frame 14

Open the egg carton in the store to check for cracked or broken eggs. A cracked egg is an inviting place for dangerous bacteria to grow. Do not buy cracked eggs.

Bacterial growth on cracked egg

Frame 15

Eggs will retain their quality longer if they are refrigerated in a covered container with the large end up.

Storing eggs with the large end up

Frame 16

Buying eggs of the desirable grade and size and storing them properly are the first basic steps in egg cookery.

Selecting eggs of desirable grade and size

Frame 17

Special Thanks to the United States Department of Agriculture

Frame 18

THE END

This is the end of this slide-tape presentation.
Please rewind the tape and return it and the equipment to the proper storage place.

F-7-2, BASIC EGG COOKERY

Script

Frame 1

Preparation of Eggs

Frame 2

Eggs are so versatile that they can be used in hundreds of different ways. Whenever cooking with eggs, there are three important cooking principles to remember.

Frame 3

First, eggs must be cooked at low temperatures. Because of the high protein content of eggs, high temperature will toughen them. Eggs should be cooked in water that is below the boiling point, around 85°C or 185°F. If you are cooking eggs in the oven, the temperature should range from 149° to 177°C or 300° to 350°F.

Frame 4

The second principle is that eggs should not be overcooked. Accurate cooking time is very important. Overcooking causes toughness, curdling, and discoloration.

Frame 5

The third general principle is that each egg should be broken into a dish or custard cup one at a time to check the egg's quality before using it. Adding an undesirable egg directly into other ingredients can destroy the final product. If an egg has an unpleasant odor or if the yolk and white intermingle, discard the egg. A tiny red streak or a ropelike membrane does not indicate that an egg is bad.

Frame 6

In preparing eggs, be sure to remember to observe proper safety rules and sanitation methods.

Frame 7

One way to prepare eggs is to cook them in the shell. Place the eggs in a saucepan, cover them with cold water and then with a lid.

Slide Content

Title slide

Eggs prepared in a variety of ways

Cook at low temperatures

Do not overcook

Rotten egg in custard

"Safety" and "Sanitation" characters

Eggs in saucepan, covering with cold water at sink

Frame 8

Bring the water to a boil; then remove the covered saucepan from the heat. Allow the eggs to stand in the covered saucepan until they are done. Never boil eggs, or they will be tough and rubbery.

Bringing water to boil
on range

Frame 9

For soft-cooked eggs allow the eggs to stand in the covered saucepan for one to four minutes. Soft-cooked eggs have a solid and tender white, but the yolk is still fluid. As soon as the cooking time is up, drain the hot water out of the saucepan. Then cover the eggs with cold water for a few seconds to stop the cooking process.

Draining hot water out
of saucepan

Frame 10

Soft-cooked eggs are generally served in one of two ways. One way is to break the shell through the center and spoon the egg out onto a plate or a slice of toast. Another way is to break out the top section of the shell and serve the egg directly out of the shell, setting in an egg cup.

Egg ready to serve out
of egg cup

Frame 11

For hard-cooked eggs, allow the eggs to stand in the covered saucepan for 15 to 20 minutes. Drain off the hot water and cover the eggs with cold water until they are cool. To remove the shell, first crack it all over by gently tapping it against a hard surface. Roll the egg gently between your hands to loosen the shell. Peel the shell by starting at the large end of the egg.

Peeling shell off hard-
cooked egg

Frame 12

A hard-cooked egg should have a solid and tender white. The yolk should be firm and free of gray-green discoloration. Hard-cooked eggs have many uses. They can be served with toast for breakfast or as part of a salad for lunch. And since they come in a nice package, they may add a great addition to a sack lunch.

Hard-cooked eggs used
in salad

Frame 13

For dinner, serve hard-cooked eggs as deviled eggs.

Deviled eggs ready to
serve

page 3

Frame 14

Scrambling is another popular and easy way to prepare eggs. Begin by thoroughly blending the eggs and other ingredients called for in the recipe.

Blending egg mixture for scrambled eggs

Frame 15

Melt fat in a skillet or a double boiler over medium heat. Carefully pour in the egg mixture. Reduce the heat to "low."

Pouring egg mixture into skillet

Frame 16

Let the mixture cook without stirring until it begins to set on the bottom and sides. Then gently lift and fold the egg mixture so that the uncooked portion flows to the bottom.

Gently stirring the scrambled eggs

Frame 17

Cook until all portions are coagulated, but still slightly shiny. Remove the eggs from the pan and serve while hot.

Scrambled eggs ready to serve

Frame 18

Had you ever realized all the different ways there are to prepare eggs? Eggs are important to our diets because of the many different ways they can be used, and because of their low cost and high nutrient value.

"The Greatest" egg

Frame 19

Special Thanks to the American Egg Board.

Thank you slide

Frame 20

Special Thanks to the United States Department of Agriculture.

Thank you slide

Frame 21

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END

HARD- AND SOFT-COOKED EGGS

1 egg for each serving
water to cover eggs

General directions for cold-water start:

1. Place eggs in saucepan and add cold water to cover them.
2. Quickly bring water to a boil.
3. Remove pan from heat and cover with lid.
4. Let eggs stand off heat until they are cooked to desired doneness.
3 to 5 minutes for soft-cooked eggs
15 to 20 minutes for hard-cooked eggs
5. After cooking, remove soft-cooked eggs immediately from hot water and serve. Cool hard-cooked eggs immediately in cold water to help prevent dark ring around yolk.

General directions for hot water start:

1. Allow eggs to reach room temperature.
2. Place water (enough to cover eggs) in saucepan and bring to a boil.
3. With a spoon carefully lower eggs into boiling water.
4. Reduce heat and let eggs stand in simmering water until cooked to desired doneness.
3 to 5 minutes for soft-cooked eggs
20 minutes for hard-cooked eggs
5. Remove soft-cooked eggs from water immediately and serve; cool hard-cooked eggs immediately in cold water to help prevent dark ring around yolk.

Yield: 1 serving

SCRAMBLED EGGS

1 egg
15 ml (1 tbsp.) milk
Dash salt, and pepper if desired
5 ml (1 tsp.) butter, margarine, or bacon fat

1. Place egg, milk, salt and pepper in mixing bowl and beat with fork or beater until yolk and white is blended.
2. Place fat in skillet and heat until slightly bubbly, but be careful not to burn.
3. Pour in egg mixture and lower heat. Cook slowly.
4. As mixture thickens on bottom and sides, lift cooked portion with spatula and turn gently. Do not stir, but permit the mixture to thicken in large portions. Do not overcook.
5. When egg is thickened but still moist and glossy, quickly remove to heated platter and serve.

Yield: 1 serving

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's Check-Out Activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Complete the following statements about basic egg cookery.

1. The standards for the grading and sizing of eggs is determined by _____.
2. The egg size is determined by _____.
3. The sizes of eggs are (a) Jumbo, (b) Extra Large, (c) _____, (d) _____, (e) _____ and (f) Peewee.
4. The price of eggs is determined by _____.
5. Store eggs in a covered container with the _____ ends up.
6. Cook eggs in water heated to _____ the boiling point.
7. _____ causes eggs to be tough, curdled, and discolored.
8. _____ eggs have a soft yolk with solid and tender white.
9. _____ eggs have a firm yolk with solid and tender white.
10. Scrambled eggs should be cooked over _____ heat.

Directions: Choose the word from the list at the bottom of the page to best complete the functions of eggs in cooking.

1. _____ ingredients in meat loaves and baked potatoes.
2. _____ salads and vegetables.
3. _____ salad dressings by holding oil and vinegar together.
4. _____ custards and puddings.
5. _____ fried foods so crumbs will stick.
6. _____ souffles, angel and sponge cake (adds air and height).
7. _____ cakes and popovers.
8. _____ breads and baked products.

STRUCTURE
EMULSIFY
GLOSSY FINISH

BIND
THICKEN

COAT
GARNISH
LEAVEN

Directions: Complete the following statements about basic egg cookery.

1. The standards for the grading and sizing of eggs is determined by the United States Department of Agriculture.
2. The egg size is determined by weight per dozen.
3. The sizes of eggs are (a) Jumbo, (b) Extra Large, (c) Large, (d) Medium, (e) Small, and (f) Peewee.
4. The price of eggs is determined by size.
5. Store eggs in a covered container with the large ends up.
6. Cook eggs in water heated to below boiling point.
7. Over-cooking causes eggs to be tough, curdled, and discolored.
8. Soft-cooked eggs have a soft yolk with solid and tender white.
9. Hard-cooked eggs have a firm yolk with solid and tender white.
10. Scrambled eggs should be cooked over low heat.

Directions: Choose the word from the list at the bottom of the page to best complete the functions of eggs in cooking.

1. BIND ingredients in meat loaves and baked products.
2. GARNISH salads and vegetables.
3. EMULSIFY salad dressings by holding oil and vinegar together.
4. THICKEN custards and puddings.
5. COAT fried foods so crumbs will stick.
6. LEAVEN souffles, angel and sponge cake (adds air and height).
7. STRUCTURE cakes and popovers.
8. GLOSSY FINISH breads and baked products.

STRUCTURE

BIND

COAT

EMULSIFY

THICKEN

GARNISH

GLOSSY FINISH

LEAVEN

Evaluator's Final Checklist

BASIC EGG COOKERY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When cooking eggs the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained suitable recipe or directions. () () ()
- d. Assembled necessary materials and equipment () () ()
- e. Followed procedure outlined in recipe or directions () () ()
- f. Cleaned area after food preparation () () ()

(1) Eggs Cooked in the Shell

a. The soft-cooked egg prepared by the student:

- (1) Had a solid and tender white. () () ()
- (2) Had a yolk cooked to soft or medium soft () () ()

b. The hard-cooked egg prepared by the student:

- (1) Was completely firm () () ()
- (2) Had no gray-green discoloration () () ()
- (3) Had solid and tender white () () ()

(2) The scrambled eggs prepared by the student:

- a. Were uniformly yellow with no browning () () ()
- b. Had large masses of cooked egg () () ()
- c. Had a creamy and moist texture () () ()

(3) The student completed the Check-Out Activity sheet with 80% accuracy

() () ()

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

CONTENTS OF MODULE

Student Information

PREPARING FRESH FRUITS AND VEGETABLES FOR A SALAD .

Activity

3

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3-5

Student Self-Check

PREPARING FRUIT AND VEGETABLE SALADS AND UNCOOKED

SALAD DRESSINGS

6

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ANSWERS

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Evaluator's Final Checklist

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

8

Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-9, "Making Salads from
Fresh Fruits and Vegetables".

1

RECOMMENDED REFERENCES

TOPIC: The preparation of fruits and vegetables
for salads.

2

Medved, The World of Food, 1977 and 1981 editions.Kowtaluk and Kopan, Food For Today, 1977 edition.

TOPIC: Uncooked salad dressings.

5

Medved, The World of Food, 1977 and 1981 editions.

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

SCRIPT

Frame 1

Making Salads from Fresh Fruits and Vegetables

Frame 2

Salads are a nutritious and enjoyable part of a meal. To make salads from fresh fruits and vegetables, select those that are fresh, firm, and fully-ripened.

Frame 3

The possible combinations of fruit and vegetables used in salads are almost endless. Choose salad ingredients so that the colors, shapes, textures, and flavors blend and complement each other.

Frame 4

A vegetable salad is usually made of salad greens combined with other raw vegetables. There are many types of lettuce and greens available.

Frame 5

The lettuce most commonly recognized is the iceberg or head lettuce. Other types of lettuce used for salads include bibb, leaf, butterhead or Boston, and Romaine lettuce.

Frame 6

Cabbage can also be used in salads. You can choose from green, red, or Chinese cabbage.

Frame 7

There are various other salad greens available. These shown here are endive, escarole, spinach, and parsley. Other greens used in salads are Swiss chard, watercress, and chives.

Frame 8

There are numerous raw vegetables that can be used with the salad greens. Some of the most popular are cucumbers, carrots, tomatoes, onions, radishes, celery, cauliflower, and peppers. Each one adds its own color, texture, and flavor to the salad.

SLIDE CONTENT

Title slide

Display of fresh vegetables

Fresh fruits for salads

Display of vegetables and vegetable salad

Display of types of lettuce

Display of green, red, and Chinese cabbage

Display of endive, escarole, spinach, and parsley

Display of raw vegetables that can be used with the salad greens.

Frame 9

To prepare a vegetable salad, start by washing and draining all of the vegetables. Use cool water for washing. For some vegetables, scrubbing with a vegetable brush may be necessary. If vegetables are home-grown they may need to be soaked in salt water to remove worms and insects. You may want to pat them dry using a clean cloth or paper towel. If the vegetables are not drained or dried, the salad dressing will not cling to them, but will flow to the bottom of the bowl. For a crisper salad, return the washed vegetables to the refrigerator to chill.

Draining vegetables,
vegetable brush

Frame 10

Salad greens should be torn, rather than cut, into bite-size pieces whenever possible. When the greens are cut, the edges tend to turn brown. This is because cutting bruises the greens.

Tearing lettuce into
bite-size pieces

Frame 11

Other vegetables for the salad can be prepared in a variety of ways. If possible leave the peeling on the vegetable. Trim off the stems and blossom ends. The peeling is usually left on cucumbers, radishes, tomatoes, and peppers. The peeling is nutritious and adds fiber.

Thinly sliced cucumbers
and radishes displayed
with cutting board and
paring knife

Cutting fruits and vegetables should be done on a cutting board using a paring knife. Cucumbers and radishes are prepared for salads by cutting them into thin slices.

Frame 12

Remember to cut in a direction away from your hands when using sharp utensils.

"Safety" character
using sharp utensil

Frame 13

Green peppers can be cut into rings or diced into cubes. Tomatoes are usually cut into wedges.

Green peppers diced and
cut into rings. Tomato
cut into wedges

Frame 14

To prepare carrots, trim off the ends and peel or pare them, using a vegetable peeler. They can then be sliced crosswise or cut into sticks. A vegetable peeler may be used to make thin lengthwise slices.

Preparing carrots

Frame 15

Sweet onions are used in salads. Prepare them by removing the skin, slicing in the crosswise direction, and separating the rings in each slice.

Preparing sweet onions

Frame 16

After the celery is washed and dried, it is ready to cut. Slice crosswise or dice into smaller pieces.

Preparing celery

Frame 17

To prepare cauliflower, separate the head into flowerettes by using a paring knife to trim away the core. Make the flowerettes bite-size.

Preparing cauliflower flowerettes

Frame 18

To assemble the salad, begin by arranging the base. The salad base is the foundation on which the other ingredients are placed. Usually lettuce is used as the base.

Arranging lettuce as base of salad

Frame 19

The body of the salad is the additional ingredients added to the salad base. The salad body may include tomatoes, carrots, celery, cucumbers, onions, cauliflower, peppers, and so forth. This salad is attractive and natural looking. Blend the colors, shapes, and textures to create a masterpiece salad.

Arranging the body of the salad

Frame 20

Select a dressing that will complement and blend with the other flavors in the salad. Add the dressing just before serving the salad. If it is added too early, the greens will wilt. If you prefer, you can serve the dressing separately and let the diners add it to their own salads.

Display of salad dressings

Frame 21

If time allows, prepare the salad just before serving. If you must prepare it ahead of time, assemble it, cover it loosely, and refrigerate.

Refrigerating salad made ahead of time

Frame 22

Fruit salads are also very versatile. Combinations of fresh, frozen, and canned fruits can be used to create colorful and flavorful fruit salads. Be sure to wash and drain fresh fruit before you start your creation. A banana is one of the exceptions to this rule, since it is protected by a skin that is removed before eating.

Fruit salad ready to serve

Frame 23

Fruits can be cut into numerous shapes and sizes. Melons are often cut into melon balls for salads. The utensil used for this purpose is called a melon-ball cutter.

Preparing melon balls

Frame 24

These apples and pears have been cut into wedges and the cores have been removed. Notice that the skins were not peeled off. As with the vegetables, whenever possible do not remove the skins.

Apples and pear cut
into wedges

Frame 25

Fresh peaches are peeled, cut in half, and the pits removed. They can be served as peach halves or sliced into smaller pieces. The process of removing the peel or skin by cutting with a knife is called paring.

Preparing fresh peaches

Frame 26

This banana has been peeled and sliced diagonally. The slices have been sprinkled with lemon juice to prevent color changes. The juice from lemons, pineapples, and other citrus fruits can be sprinkled over fruits and vegetables to help them keep their natural color.

Preparing bananas and
sprinkling with lemon
juice

Frame 27

Fresh pineapple should first be topped and peeled. Then it can be sliced and the core cut out from the center of the slice. These pineapple slices have been cut into cubes.

Preparing a fresh pineapple

Frame 28

Citrus fruits, such as oranges and grapefruits, are first peeled and the excess membrane removed. With a knife, cut into the center of the fruit on one side of a section next to the membrane. Then cut the other side of the section inside the membrane. The pulp of the citrus fruit is then removed from the membrane and the seeds removed from the fruit. The process of cutting and removing the pulp is called sectioning.

Sectioning an orange

Frame 29

Large pieces of fruit can be attractively arranged on a plate and served.

Fruit plate ready to
serve. (Use greens as
a base.)

Frame 30

Fruits cut into smaller pieces can be tossed and served from the shell of one of the fruits. If desired, a sweet dressing can be added to the fruit.

Fruit salad in water-
melon shell

Frame 31

Each vegetable or fruit salad you make can be an original creation. Try using a wide variety of ingredients and shapes to add different character to each salad.

Display of fresh fruits
and vegetables

Frame 32

Special Thanks to General Mills.

Thank-you slide

Frame 33

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END

Evaluator's Final Checklist

MAKING SALADS FROM FRESH FRUITS
AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When making salads using fresh fruits and/or vegetables, the student:

- a. Observed proper safety rules () () ()
 - b. Used proper sanitation methods () () ()
 - c. Obtained suitable recipe () () ()
 - d. Assembled necessary materials and equipment () () ()
 - e. Followed procedure outlined in the recipe () () ()
 - f. Cleaned the work area after food preparation () () ()
- (1) The salad using fresh fruits made by the student had ingredients which were:
- a. Attractively arranged and/or combined () () ()
 - b. Cut appropriately based on terminology of recipe (dice, section, etc.) () () ()
 - c. Well-drained () () ()
 - d. Treated to prevent discoloration () () ()
- (2) The salad using fresh vegetables made by the student had ingredients which were:
- a. Attractively arranged and/or combined () () ()
 - b. Cut appropriately based on terminology of recipe (shred, grate, etc.) () () ()
 - c. Well drained () () ()
 - d. Treated to prevent discoloration () () ()
- (3) The uncooked salad dressing made by the student was:
- a. Pleasing to the taste () () ()
 - b. Complementary to the salad ingredients. () () ()
 - c. Combined thoroughly () () ()

SIMMERING VEGETABLES AND FRUITS

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
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SIMMERING BASICS	5	4
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SIMMERING VEGETABLES AND FRUITS.	7	

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-10, "Simmering Vegetables and Fruits".	1
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RECOMMENDED REFERENCES

TOPIC: Cooking fruits and vegetables.	2
Kowtaluk and Kopan, <u>Food for Today</u> , 1977 edition.	

SIMMERING VEGETABLES AND FRUITS

SCRIPTSLIDE CONTENT

Frame 1

"Simmering Vegetables and Fruits"

Title slide

Frame 2

Simmering is a method of cooking in a liquid which is heated just below the boiling point. Cooking at this temperature helps prevent vegetables and fruits from losing their shape and their nutrients. Most vegetables and fruits can be successfully prepared by simmering.

Display of finished products prepared by simmering

Frame 3

To simmer fresh fruits or vegetables you will need a sharp knife, a covered saucepan, a fork or spoon, and your choice of seasonings.

Display of required ingredients and equipment

Frame 4

Prepare the vegetables or fruits by washing and removing any stems, cores, or blemishes. The vegetables or fruits can be peeled if necessary or they can be left whole or cut into halves or quarters. Remember to use the safety rules for cutting with a sharp knife.

Safety character preparing vegetable for simmering

Frame 5

Place about 2.5 centimeter (or 1 inch) of water in the bottom of the saucepan. Lightly salt the water if you are cooking vegetables. Bring the water to a fast boil.

Boiling salted water

Frame 6

Place the vegetables or fruits in the water. Add seasonings and cover the saucepan. Covering the pan prevents heat loss, so the food cooks faster and energy is saved. Adjust the heat so that the water temperature remains just below the boiling point.

Placing cover on pan

Frame 7

Cook the vegetables or fruits until tender. Test for doneness by cutting a portion of the food with a fork. Be sure to cook only until the vegetables or fruits are tender enough to be cut. If overcooked, the fruits or vegetables will become mushy and lose their appealing flavor and color.

Testing for doneness by cutting with fork

Frame 8

Season with butter, salt, pepper, or other desired seasonings or sauce. Vegetables are usually served while still hot. Fruits can be served either hot or cold, depending upon how they are used. If possible, serve the vegetables or fruits with some of the cooking liquid. This liquid contains many of the nutrients from the food.

Vegetables ready to serve

Frame 9

If you are preparing canned vegetables, rather than fresh ones, begin by opening the can and draining the liquid into a saucepan. Bring the liquid to a boil and allow it to cook until the volume is reduced in half.

Draining liquid into saucepan

Frame 10

Add the vegetables to the liquid and cover the saucepan. Cook to simmering, just below the boiling point. The vegetables are ready when they are thoroughly heated. Season as desired before serving.

Adding vegetables to liquid

Frame 11

Frozen vegetables and fruits should be kept frozen until time for cooking. Do not thaw before cooking. One method of cooking frozen vegetables or fruits is in a covered saucepan. Place 1 centimeter or 1/2 inch of water in the saucepan and bring to a boil. Less water is needed because frozen foods already contain some water. Place the unthawed vegetables or fruit into the boiling water and cover the saucepan.

Placing frozen vegetables into boiling water

Frame 12

As the food begins to thaw, separate with a spoon or fork as shown. This helps each piece to thaw and cook more quickly.

Separating food as it thaws

Frame 13

Continue to simmer until the food is tender and you can cut it with a fork. Season as desired before serving.

Testing doneness with a fork

Frame 14

Another method for cooking frozen vegetables and fruits is in the oven. Place the frozen food, a small amount of water, and any desired seasonings into a baking dish. Cover and bake in a moderately hot oven until tender.

Placing baking dish with frozen food, water and seasonings into oven

Frame 15

Sometimes frozen vegetables or fruits can be purchased in convenience cooking bags. The unopened bag is dropped into boiling water and cooked for a specific time. Be sure to follow the directions on the package for best results.

Dropping cooking bag
into boiling water

Frame 16

Simmering is an easy method for preparing tender and crisp vegetables or fruits, whether they are fresh, frozen, or canned. Remember, vegetables and fruits are good sources of the vitamins and minerals that your body needs for growth and maintenance.

Display of simmered
vegetables and fruits

Frame 17

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END

VEGETABLE PREPARATION CHART AND TIMETABLE

All Times Given in Minutes

Vegetable	Amount To Buy For Six	Basic Preparation	Style	Simmer
Artichoke French or Globe	6	Wash thoroughly. Cut off 2.5 cm (1 inch) of top, stems, tips of leaves. Remove tough bottom leaves. Dip cut edges in lemon juice.	Whole or sliced	35-40
Jerusalem	900 g (2 lb)	Wash, pare, leave whole or slice.	Whole or sliced	25-35
Asparagus	675 g (1½ lb)	Wash, cut off scales (if sandy) and tough part of stalk. Cut into pieces or leave whole.	Whole or pieces	10-20 5-15
Beans, Green or Wax	675 g (1½ lb)	Break off ends; leave whole or break into 2.5-cm (1-inch) pieces lengthwise.	Whole or pieces	15-30 10-20
Beans, Lima, in Pod	1350 g (3 lb)	Shell and wash.	Whole	20-25
Beets	675 g (1½ lb)	Cut off all but 2.5 cm (1 inch) of tops and root. Do not pare.	Small, whole Large, whole	30-45 45-90
Broccoli	900 g (2 lb)	Remove large outside leaves and tough part of stalk. Soak for 10 minutes in cold water; drain.	Split	10-15
Brussels Sprouts	563 g (1¼ lb) or .95 l (1 qt.)	Remove wilted outside leaves. Cut off stems. Soak for 10 minutes in cold salt water; drain.	Whole	10-20
Cabbage, Green	675 g (1½ lb)	Remove wilted outside leaves. Cut into wedges or shred.	Quartered Shredded	10-15 3-10
Cabbage, Red	675 g (1½ lb)	Same as green cabbage.	Shredded	8-12
Carrots	563 g (1¼ lb)	Cut off tops and tips. Scrape or pare. Leave whole or slice, dice, or cut into julienne strips.	Young, whole or sliced Mature, whole or sliced	15-25 10-20 20-30 15-25

VEGETABLE PREPARATION CHART AND TIMETABLE

All Times Given in Minutes

Vegetable	Amount To Buy For Six	Basic Preparation	Style	Simmer
Cauliflower	900-1350 g (2-3 lb) or 1 large head	Remove leaves. Cut off tough part of stem. Leave whole or break into flowerets.	Whole or flowerets	15-20 8-15
Celery	675 g (1½ lb)	Cut off leaves and heart. Slice into uniform pieces.	Sliced	15-18
Corn	563 g (1½ lb) cut	Remove husks, silk; trim ends. Wash. Leave whole or cut kernels from cob with sharp knife. For cream-style, cut only half-way to the cob, then scrape cob with dull edge of knife.	On Cob or cream-style	5-15
Eggplant	675 g (1½ lb) or 1 medium	Wash, pare only if skin is tough. Slice, dice, or leave whole. Dip into lemon juice if pared and not to be used immediately.	Sliced, diced or whole	10-15
Kohirabi	12	Cut off leaves, pare, slice or dice.	Sliced or diced	20-25
Mushrooms	450 g (1 lb)	Wash, cut off tips of stems. Leave whole or slice lengthwise.	Whole or sliced	
Okra	563 g (1½ lb)	Cut off stems. Leave whole or slice.	Sliced or whole	10-15
Onions (dry)	675 g (1½ lb) or 6 medium	Pare. Leave whole, slice or quarter.	Whole, sliced, or quartered	15-25 20-40
Parsnips	675 g (1½ lb) or 6 medium	Pare or scrape. Leave whole or cut into halves, quarters, slices or cubes.	Whole, sliced, quartered or halved	20-40 10-20
Peas, Green in Pod	1350 g (3 lb)	Shell and wash.	Whole	10-20 8-20
Peas, Black Eyed	338 g (¾ lb)	Shell and wash.	Whole	30-40

VEGETABLE PREPARATION CHART AND TIMETABLE

All Times Given in Minutes

Vegetable	Amount To Buy For Six	Basic Preparation	Style	Simmer
Potatoes White	1350 g (3 lb) or 6 medium	Scrub; leave skins on or pare. Leave whole or cut into pieces, slices, cubes.	Whole or quartered	25-40 20-25
Sweet	1350 g (3 lb) medium	Scrub; boil in skins, then pare. Or bake in skins.	Whole	25-35
Rutabagas	675 g (1½ lb)	Pare; slice cube or cut into strips.	Diced, cubed, or sliced	20-30
Spinach or Greens	675 g (1½ lb)	Wash; remove wilted leaves, tough ribs, or stems.	Whole	3-10
Squash Acorn	1350-1800g (3-4 lb)	Wash; cut in half, remove seeds.	Halved	15-20
Hubbard	1350 g (3 lb)	Pare if skin is tough, remove seeds and fibers, cut into serving pieces.	Cut pieces	15-20
Summer (Patty- pan, Yellow Neck)	900 g (2 lb)	Remove stem, blossom end, seeds, and fibers. Do not peel. Leave whole, slice, or dice.	Whole, sliced, or diced	10-20
Zucchini (Italian)	900 g (2 lb)	Remove stem and blossom; slice or cut into pieces.	Sliced or cut into pieces	10-15
Tomatoes	900 g (2 lb)	Peel if desired. Cut out stems, leave whole, quarter or slice.	Whole, quartered, or sliced	7-15
Turnips	675 g (1½ lb) or 4-5 medium)	Pare; cut into slices or cubes.	Whole, sliced, or cubed	20-30 15-20

Braised Vegetables

250 ml (1 cup) sliced fresh vegetables
(Choose several of the following
vegetables: green pepper, zucchini,
eggplant, tomatoes, mushrooms,
broccoli, cauliflower.)

30 ml (2 T) margarine
pinch of salt and pepper

1. Clean the vegetables and cut them into bite-size pieces.
2. Melt margarine in a small skillet.
3. Add the cut vegetables to the melted margarine (except the tomatoes and green peppers). Braise until crisp and tender, about 5 minutes.
4. Add the tomatoes and green peppers. Cook an additional 5 minutes.
Note: No water is added because of the water content in the tomatoes and green peppers.
5. Using a slotted spoon, transfer the vegetables to a serving dish.
Sprinkle with salt and pepper.

Yield: 1 serving

Evaluator's Final Checklist

SIMMERING FRUITS AND VEGETABLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When simmering fresh and/or frozen vegetables and fruits, the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained suitable recipe () () ()
- d. Assembled necessary materials and equipment () () ()
- e. Followed procedure outlined in recipe. () () ()
- f. Cleaned the work area after food preparation () () ()

(1) The simmered frozen vegetables and/or fruits cooked by the student:

- a. Were easy to cut. () () ()
- b. Were tender but not mushy () () ()
- c. Retained the original cut shape and color () () ()
- d. Were flavorful. () () ()

(2) The simmered vegetables and/or fruits cooked by the student:

- a. Retained the original cut shape and color () () ()
- b. Were done but not mushy () () ()
- c. Were flavorful. () () ()

(3) The braised vegetables and/or fruits cooked by the student:

- a. Retained the original cut shape and color () () ()
- b. Were done but not mushy () () ()
- c. Were flavorful. () () ()

PLANNING AND SERVING FAMILY MEALS

CONTENTS OF MODULE

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Student Self-Checks

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PLANNING A TIME SCHEDULE	6	4
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ANSWERS.	4,6,9,11	8

Evaluator's Final Checklist

PLANNING AND SERVING FAMILY MEALS.	13	Instructor's Manual
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RECOMMENDED REFERENCES

TOPICS: Food choices and meal planning; time schedules
for meal preparation; and setting the table . 1,5,7

Kowtaluk and Kopan, Food For Today, 1977 edition.
Medved, The World of Food, 1977 or 1981 edition.

Student Information

FOOD CHOICES AND MEAL PLANNING

Directions: Read about food choices and meal planning in references suggested by your instructor. Then answer the following questions on a separate sheet of paper. You may use the references to find the correct answers. Check your answers against those provided by your instructor. You will use the information for other activities in this module.

1. List the basic food groups and the suggested number of servings per day for teenagers and adults.

	Teenagers	Adults
Milk Group	4	2
Fruits - Vegetable Group (Include a dark green leafy or yellow vegetable and a fruit or vegetable containing Vitamin C.)	4	4
Bread - Cereal Group	4	4
Meat Group	2	2

2. What is a meal pattern?

A guide that reminds you of the kinds of foods to include in a menu.

3. List factors to consider in meal planning and briefly explain each.

- (a) Family custom - what your family is used to eating.
- (b) Cost of food - the amount of money you have to spend on food.
- (c) Time and energy - how long you have to spend on preparing food and how difficult the food is to prepare.
- (d) Variety of food - the need to vary color, texture, flavor, temperature, size, and shape.

Evaluator's Final Checklist

PLANNING AND SERVING MEALS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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1. The meals planned by the student:

- a. Met the requirements for family members by including enough foods from each of the Basic Four food groups . . . () () ()
- b. Included a variety of color () () ()
- c. Included a variety of flavors () () ()
- d. Included a variety of textures () () ()
- e. Included a variety of shapes () () ()
- f. Included a variety of temperatures () () ()
- g. Were planned for the number of persons being served . . . () () ()
- h. Were planned for the amount of money budgeted () () ()

2. The grocery list planned by the student:

- a. Included all foods needed to prepare menus planned () () ()
- b. Included household supplies needed () () ()
- c. Was divided into groups according to the arrangement of food in a grocery store () () ()

3. The time schedule for meal preparation planned by the student:

- a. Was written in logical sequence beginning with tasks that require most time () () ()
- b. Included all activities necessary for the preparation of the meal () () ()
- c. Included time to begin and end each task () () ()

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

4. The table setting done by the student had:

- a. Table linens appropriately placed () () ()
- b. The centerpiece appropriately placed () () ()
- c. Dishes placed according to the standard rules for
table setting () () ()
- d. Flatware placed according to the standard rules for
table setting () () ()
- e. Beverage glasses placed according to the standard
rules for table setting () () ()
- f. Serving dishes set within easy reach () () ()
- g. Serving pieces placed to the right of serving dishes () () ()
- h. Salt and pepper shakers placed in the appropriate
place(s) () () ()

5. When serving the meal, the student:

- a. Served the food from the diner's left () () ()
- b. Served the beverages from the diner's right () () ()
- c. Refilled beverages from the diner's right without lifting
glass from table () () ()
- d. Removed the main course from the table before
serving the dessert () () ()
- e. Served the dessert from the diner's left () () ()

SELECTING AND STORING FOODS

CONTENTS OF MODULE

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GUIDELINES FOR SELECTING FOOD.	8	11

Student Self-Checks

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ANSWERS.	3,5,7	13

Evaluator's Final Checklist

SELECTING AND STORING FOODS.	11	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-15, "Selecting and Storing Foods"	9
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RECOMMENDED REFERENCES

TOPIC: Food fads.	1
Medved, <u>The World of Food</u> , 1977 or 1981 edition. Kowtaluk and Kopan, <u>Food For Today</u> , 1977 edition.	
TOPIC: Breads and cereals. (Same as the above.)	2
TOPIC: Buying and storing prepared, convenience, canned, frozen, and packaged foods. (Same as the above.)	4
TOPIC: Dairy products. (Same as the above.)	6

SELECTING AND STORING FOODS

ScriptSlide Content

Frame 1

Selecting and Storing Foods

Title slide

Frame 2

Grocery shopping is a very important task and one that requires thought and planning. Before starting out on a shopping venture, plan the meals you will be shopping for, and write out a grocery list. If possible, do not go to the store when you are hungry or in a hurry. Stick to your list and change it only when you must make a substitution.

Grocery store, shopper, cart and list

Frame 3

Know your grocery store and make out your list in the order of the layout of the store. Usually you will want to pick up frozen and refrigerated foods last. Our first stop today is in the bakery section. Remember, no matter how much you are tempted, stay with the list.

Shopper at bakery counter

Frame 4

Bread is a grain product and comes in a variety of sizes, shapes and flavors. Choose a bread which your family likes, but also choose one that is nutritious and not over-priced. For greater economy, buy bread at a day-old bread store, or do your own baking.

Different kinds of breads

Frame 5

Handle bread products carefully to avoid damaging them in the store or at home. Store bread at home in clean, cool, dry box or drawer. If you buy in large quantities, freeze the extra products until you are ready to use them. Storing bread in the refrigerator will keep it fresh longer than room temperature, but it will become stale.

Placing bread in cart

Frame 6

Cereal is another grain product. Cereals come packaged in large or individual size packages, ready to eat or ready to cook, sweetened or unsweetened. Check the ingredient list on the side of the package to make sure you are getting a product which is nutritious. Select the cereal with the latest expiration date. At home cereals should be stored in a cool dry place. If they are not used quickly, they should be stored in covered plastic or glass containers. Be sure the cereal containers are always closed tightly.

A variety of cereals

Frame 7

Rice is another grain product and comes in different forms including (1) wild rice, (2) long grain which cooks dry and fluffy, (3) short grain or converted which has more natural nutrients, and (4) precooked or "Minute Rice." Rice, as well as other cereal products, may have nutrients added or replaced. Look for terms such as "restored" and "enriched." Store rice in a dry place.

Assortment of rice

Frame 8

Many foods are packaged in cans or jars--from apples to zucchini. Canning is a safe and convenient way to preserve foods. When stored in a cool, dry place they are safe for a year.

Canned foods shelf

Frame 9

To be an effective shopper, you must know the dietary requirements of those you are buying for. Then read labels of foods you plan to buy to determine quality, exact contents, number of servings, the cost and suggestions for preparation. The listing of ingredients is in order of the ingredient with the largest amount listed first and the smallest amount listed last. For example, a can of beef stew may have beef as the first ingredient on the label. That means that there is more beef in the can than anything else. If the label says gravy first, then there is more gravy than any other ingredient.

Reading label (beef stew)

Frame 10

Large sizes are usually more economical per serving, but only if you can use all of the contents before they spoil. Never buy cans which are rusted, badly dented or bulging. They may have bacteria in them which could be very dangerous. Do not use any canned product which has a color or odor which seems unnatural or unpleasant.

Different size cans

Frame 11

In buying foods you should compare canned foods with fresh. Canned products are usually cheaper per serving, take less preparation time and always have a longer storage life. However, the flavor of fresh foods is usually better than canned foods--if they are properly cooked.

Canned and fresh

Frame 12

After being opened, canned foods can be safely stored in the refrigerator. (They should not be left in the can for more than two days.) They should be covered tightly to keep them from drying out and absorbing odors from other foods in the refrigerator.

Placing a can in the refrigerator after opening

Frame 13

Most homemakers keep a supply of seasonings and spices in the kitchen. The most basic seasonings are salt and pepper. Unless there is a particular health problem which restricts iodine, you should purchase iodized salt. Iodine is added to salt as a prevention for goiter. If salt needs to be restricted for health reasons, you may buy a salt substitute.

Salt and pepper

Frame 14

Herbs and spices are used to enhance or change the flavor of foods. Herbs are the leaves of plants such as sage, oregano, rosemary, parsley. Spices are dried roots, stems and seeds such as cinnamon, pepper, cloves. Herbs and spices may be bought in both whole or powdered form. Check the labels to make sure you are getting what you need. For instance, whole nutmegs won't work if you need ground nutmeg and have no nutmeg grater.

Herbs and spices

Frame 15

Herbs and spices dry out and lose their flavor, color and aroma with age so it is a good idea to date each box as you buy. Store in tight-fitting containers in a cool, dry cabinet. Check for insects before storing and before each use. If you don't use the herbs and spices often, buy them in small quantities.

Dating spices

Frame 16

Packaged foods or food products may come in many different kinds of packaging. The package is designed to prevent contamination and contact with air, heat and light. Check packaging to make sure it is still doing its job. Also read labels for expiration dates and other information you may need.

Package foods--
bag, plastic, box,
etc.
foil (meats)

Frame 17

Some packaged foods are refrigerated and should be moved as quickly as possible from the store to the home refrigerator.

Refrigerated packaged
foods

Frame 18

Another group of packaged foods are frozen and should not be thawed before using. Do not buy a package which is thawed or partially thawed. Always check labels for dietary restrictions and other useful information. When shopping select frozen foods last so that they will remain frozen until you get them in your home freezer.

Frozen packaged
foods

Frame 19

Convenience foods come in different levels of convenience. The TV is dinner ready to go into the oven to heat. Other convenience foods may need to be mixed or have other ingredients added. Some convenience foods need only to be opened and served. These foods usually cost more than if you prepared them from scratch. Do some comparing and thinking before buying. Also remember that your time is of value, too.

Convenience foods
(TV dinners--mixes,
etc., cakes)

Frame 20

Choose packages which are not broken, dented or damaged. At home, store the foods according to package directions and only for the length of time recommended.

Checking packaging
on TV dinners

Frame 21

When choosing prepared desserts, compare prices; read labels to determine nutrients and kind and length of storage and the number of servings. Check the packaging for damage. Make sure frozen desserts are frozen hard. Store and serve the desserts according to package directions.

Prepared desserts
(cakes, cookies,
pies, ice cream)

Frame 22

Dairy products come in many forms: milks, creams, cheeses, yogurt, butter, and margarine.

Picture of dairy
products; counter

Frame 23

Milk can be buttermilk, whole milk, low-fat, skim, chocolate and others. Sizes vary enough to please any customer. Check the expiration date on the carton, make sure the store's refrigerator is cold and clean, and get the product to the home refrigerator as soon as possible.

Milks

Frame 24

Milk may also be bought in canned form which comes evaporated or sweetened condensed or it may be bought as nonfat dry powder. Evaporated and condensed milks come in cans and may be stored as other canned foods. Follow the directions on the can when using. Nonfat dry milk powder may be made into liquid milk by following the directions on the package. Then it must be refrigerated.

Canned and
powdered milk

Frame 25

Butter is fat which, through a churning process, is made from cream. It can be purchased either salted or unsalted. Keep butter refrigerated and use within ten days or store in the freezer for longer periods.

Butter

Frame 26

Margarine looks and tastes similar to butter. It is made from vegetable oil and yellow food coloring and is less expensive than butter. Margarine comes in many forms--regular, soft whipped, and liquid. It also comes in many shapes--tubes, sticks, squeeze bottles, etc. Store margarine in the refrigerator.

Margarine

Frame 27

Cheese is a concentrated form of milk, usually made from cow's or goat's milk. Fresh cheeses are those such as cottage or cream cheese. These usually have a mild flavor and a short refrigerator life.

Cheeses
fresh (cottage,
cream)

Frame 28

Natural cheeses are made by adding bacteria, mold, yeasts or enzymes to the milk. The amount of time a cheese is allowed to age determines its sharpness. Natural cheeses should be refrigerated and used before molds begin to appear on them. Do not eat cheese which has mold on it until you have cut away at least 1 cm (1/2 inch) below the mold. Most cheeses do not freeze well.

Natural cheeses

Frame 29

Processed cheeses include cheese foods and cheese spreads. Refrigerate this type of cheese according to the directions on the package.

Processed
cheeses

Frame 30

Remember, when shopping for food choose a store which has a large volume of business so that food items will be fresh. Make sure the store is cool, well lighted, clean and has good customer relations. Then--get your food home and stored as quickly as possible in the proper storage place.

Leaving store
with packages

Frame 31

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END

Check-Out Activity Sheet

SELECTING AND STORING FOODS

Directions: On a separate sheet of paper, answer the following questions.

Completion

1. Name four cereal grains used in the U.S.
 - a.
 - b.
 - c.
 - d.
2. Name three of the nutrients found in cereal grains.
 - a.
 - b.
 - c.
3. Replacing the nutrients lost in processing in cereal is called _____.
4. Breakfast cereals come in two forms:
 - a.
 - b.
5. Pasta or macaroni products are made from _____.
6. Store grain products in a _____, _____ place.
7. List three reasons to store food properly.
 - a.
 - b.
 - c.
8. Most convenience foods save more _____ than _____.
9. Three types of food storage are:
 - a.
 - b.
 - c.
10. When freezing foods, always mark with appropriate information:
 - a.
 - b.
 - c.
11. Coffee, tea, cocoa and chocolate are best stored in _____ containers.

Multiple Choice: Each question may have more than one answer.

12. Do not buy packages which:
 - a. are dirty.
 - b. are damaged.
 - c. are partially thawed.
 - d. have missing labels.
 - e. have an old expiration date.
13. Canned foods should be stored:
 - a. in a very warm place.
 - b. in a cool place.
 - c. in a dry place.
 - d. in the refrigerator after opening.
14. When buying dried fruit:
 - a. Look for good color.
 - b. Select hard fruit.
 - c. Select soft, pliable fruit.
15. Before going shopping,
 - a. Determine needs of people to be served.
 - b. Determine quantities to be purchased.
 - c. Make a mental list.
 - d. Check home storage for items on your list.
16. While at the grocery store:
 - a. Hurry through the store.
 - b. Check packages for expiration dates.
 - c. Examine the refrigerator and freezer storage of store to make sure they are at the proper temperature.
 - d. Do comparison shopping.
 - e. Buy damaged packages--they are cheaper.
 - f. Buy only the amounts you can use or store.

True/False (Write out the word.)

17. "Pasteurized" and "homogenized" refer to heat treatment of milk in order to kill harmful bacteria.
18. The fat content of whole milk and skim milk is not the same.
19. Milk freezes well. Purchase it in quantity when on sale.
20. Grade A milk has been inspected.
21. Butter and margarine are the same product.
22. Natural cheese does not have any preservatives.
23. Ice cream will keep for a long time if the temperature is kept below -18°C (0°F).
24. Grade AA tells you that the eggs are the largest that can be bought.

25. Cracked eggs are cheap and a good buy if the shell isn't completely broken.
26. Brown shelled eggs are "country eggs" and have no more vitamins than white shelled eggs.
27. The best time to shop is while you are hungry.
28. Read labels to determine if contents may cause allergic reactions in a family member.

Check-Out Activity Sheet
ANSWERS
SELECTING AND STORING FOODS

Completion

1. Name four cereal grains used in the U.S.
 - a. wheat
 - b. rice
 - c. barley
 - d. oats
 - e. corn
 - f. rye
 - g. buckwheat
2. Name three of the nutrients found in cereal grains:
 - a. carbohydrates
 - b. vitamins
 - c. minerals
 - d. fat
 - e. protein
3. Replacing the nutrients lost in processing in cereal is called enriching.
4. Breakfast cereals come in two forms:
 - a. ready to eat
 - b. to be cooked
5. Pasta or macaroni products are made from wheat.
6. Store grain products in a cool, dry place.
7. List three reasons to store food properly:
 - a. to keep it dry or moist
 - b. to keep out dirt, dust, insects and other pests
 - c. to protect from heat, light and moisture
 - d. to prevent microorganisms from growing
8. Most convenience foods save more time than money.
9. Three types of food storage are:
 - a. dry
 - b. refrigerator
 - c. freezer
10. When freezing foods, always mark with appropriate information:
 - a. name of food
 - b. portion of food
 - c. date packaged
11. Coffee, tea, cocoa and chocolate are best stored in airtight containers.

Multiple Choice: Each question may have more than one answer.

12. Do not buy packages which:
 - a. are dirty.
 - b. are damaged.
 - c. are partially thawed.
 - d. have missing labels.
 - e. have an old expiration date.
13. Canned foods should be stored:
 - a. in a very warm place.
 - b. in a cool place.
 - c. in a dry place.
 - d. in the refrigerator after opening.
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 - c. Select soft, pliable fruit.
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 - a. Determine the needs of people to be served.
 - b. Determine quantities to be purchased.
 - c. Make a mental list.
 - d. Check home storage for items on your list.
16. While at the grocery store:
 - a. Hurry through the store.
 - b. Check packages for expiration dates.
 - c. Examine the refrigerator and freezer storage of store to make sure they are at the proper temperature.
 - d. Do comparison shopping.
 - e. Buy damaged packages--they are cheaper.
 - f. Buy only the amounts you can use or store.

True/False

- false 17. "Pasteurized" and "homogenized" refer to heat treatment of milk in order to kill harmful bacteria.
- true 18. The fat content of whole milk and skim milk is not the same.
- false 19. Milk freezes well. Purchase it in quantity when on sale.
- true 20. Grade A milk has been inspected.
- false 21. Butter and margarine are the same product.
- false 22. Natural cheese does not have any preservatives.
- true 23. Ice cream will keep for a long time if the temperature is kept below -18°C (0°F).
- false 24. Grade AA tells you that the eggs are the largest that can be bought.

- false 25. Cracked eggs are cheap and a good buy if the shell isn't completely broken.
- true 26. Brown shelled eggs are "country eggs" and have no more vitamins than white shelled eggs.
- false 27. You should shop while hungry.
- true 28. Read labels to determine if contents may cause allergic reactions in a family member.

Evaluator's Final Checklist

SELECTING AND STORING FOODS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	-------------------

- (1) The breads and cereals selected and stored by the student:
- a. were consistent with consumer's priorities of desirable characteristics () () ()
 - b. were in amounts not exceeding planned consumption during expiration date on products () () ()
 - c. represented the best value per unit based on ingredients and quality desired by the consumer () () ()
 - d. did not cost more than the money budgeted () () ()
 - e. were stored appropriately for the product () () ()
- (2) The canned foods selected and stored by the student:
- a. were consistent with consumer's priorities of desirable characteristics () () ()
 - b. did not fall below the FDA standards () () ()
 - c. were stored in a cool, dry place () () ()
- (3) The convenience foods selected and stored by the student:
- a. were consistent with consumers' priorities of desirable characteristics () () ()
 - b. showed no evidence of damage or spoilage () () ()
 - c. were stored in a cool, dry place () () ()
- (4) The dairy products selected and stored by the student:
- a. were of sufficient quantity and quality to meet marketing list () () ()

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	-------------------

- b. had the latest expiration date () () ()
 c. was the most economical of comparable quality brands . . . () () ()
 d. were stored appropriately for the product () () ()

(5) The frozen food selected and stored by the student:

- a. was the best value per unit based on the ingredients
and the quality desired by the consumer () () ()
 b. was stored appropriately for the product () () ()

(6) The packaged foods selected and stored by the student:

- a. were consistent with consumers' priorities of
desirable characteristics () () ()
 b. were free of damage () () ()
 c. were stored appropriately for the product () () ()

(7) The prepared desserts selected and stored by the student:

- a. were consistent with consumers' priorities of desirable
characteristics () () ()
 b. were free of damage () () ()
 c. were stored appropriately for the product () () ()

(8) The spices and other seasonings selected and stored by the student:

- a. had good color () () ()
 b. had strong aroma () () ()
 c. were of pure content () () ()
 d. were the most economical of comparable brands () () ()
 e. were stored in a cool, dark place () () ()

COOKING PASTA

CONTENTS OF MODULE

Student Information

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RULES FOR COOKING PASTA.	4	3-4

Student Self-Check

PASTA KNOW-HOW	5	4
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Evaluator's Final Checklist

COOKING PASTA.	7	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-17, "Tricks and Treats With Macaroni Foods:	2
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RECOMMENDED REFERENCES

TOPIC: Pasta and cooking pasta products.	3
Kowtaluk and Kopan, <u>Food For Today</u> , 1977 edition.	
Medved, <u>The World of Food</u> , 1977 and 1981 editions.	

F-17, TRICKS AND TREATS WITH MACARONI FOODS

SCRIPT

SLIDE CONTENT

Frame 1

The Growers, Millers and Manufacturers of Durum Macaroni Products present

The Growers, Millers and Manufacturers of Durum Macaroni Products Present--Introductory slide

Frame 2

Macaroni foods are made from durum wheat. This is a special kind of wheat grown in the north central United States as indicated on the map... with heaviest harvest in the so-called "durum triangle" of counties in northeastern North Dakota. Durum wheat is essential to the manufacture of quality macaroni foods for several reasons. Durum makes a product that holds its shape when cooked. It imparts a subtly different flavor that is wheaty, "almost nutlike". Durum wheat is naturally golden or amber in color, rather than gray or white.

Title slide and map indicating the growing area of durum wheat

Frame 3

Durum is very hard, flinty wheat... high in protein. When durum wheat is milled, the inner portion of the kernel, called endosperm, breaks up into small granules, about as fine as table salt. This granular substance, called semolina, is the chief ingredient used in the manufacture of macaroni foods. Water is mixed with semolina to make a stiff dough. Water temperature and the amount of mixing must be carefully controlled so that the dough will have the right consistency. A properly prepared dough goes smoothly through perforated metal discs, called dies, to make the various shapes of macaroni foods.

View of durum wheat, semolina, and macaroni

Frame 4

The term, "macaroni foods," is general and is used to describe all the varieties of macaroni, spaghetti and noodles. Here you see the kinds most commonly available. There are noodle bows, long spaghetti,

View of most commonly available varieties of macaroni foods

Frame 4 (Con't.)

elbow spaghetti, medium noodles, alphabets, shell macaroni, spaghettini, fine noodles, elbow macaroni, broad noodles, small macaroni shells, and jumbo macaroni shells.

Frame 5

Macaroni foods come in more than 150 different shapes. Here you see some of the fancier shapes. Many of them bear Italian names. These imaginative shapes are not readily available in all parts of the country. But, when you can buy them, they are exciting and different.

Group of some of the fancier shapes of macaroni foods

Frame 6

In most recipes, macaroni, spaghetti and noodles may be used interchangeably. The simplest method of measuring macaroni foods is by weight.

Close-up of equal portions by weight of rigatoni, spaghetti, elbow macaroni, medium noodles and noodle bows

Here you see equal portions by weight of rigatoni, spaghetti, elbow macaroni, medium noodles and noodle bows. Though each is the same weight, note how their volume varies. If you do not own a scale, it is fairly easy to estimate the amount you need from the package weight. Small shapes of macaroni foods are fine for soup, medium-sized shapes are good in casseroles, and the bigger, thicker varieties are usually best when served with sauce. Large, hollow shapes may be stuffed with meat mixtures and topped with sauce.

Frame 7

Macaroni foods should be cooked in a large amount of boiling salted water. For eight ounces of a macaroni food, use two quarts of water seasoned with one tablespoon salt. Bring the water to a boil. Then stir in the macaroni food, being careful not to stop the boil-
254
ing by adding too much at one time.

Stirring in macaroni food in boiling salted water

Frame 8

When all the macaroni food has been added, cook uncovered at a fast boil, stirring occasionally, until the macaroni food is tender but still firm. When cooking long spaghetti, place one end of the bunch in the water and wait for the ends to soften and bend; then gradually push the full length of spaghetti into the hot water.

Close-up of boiling macaroni being stirred

Frame 9

When durum macaroni foods are "done," they should be completely cooked, yet still chewy. When the macaroni is cooked, drain it well and use at once for hot dishes.

Close-up of "al dente" stage of doneness

Frame 10

The macaroni just cooked will be used in a glamorized version of a macaroni and cheese casserole. As the macaroni cooks, prepare the sauce. The sauce is made from one can of condensed tomato soup and $\frac{2}{3}$ cup milk. The soup and milk are mixed and then heated.

Close-up of preparation of sauce for macaroni and cheese casserole

Frame 11

Into the hot mixture, stir two cups shredded American cheese, $\frac{1}{4}$ teaspoon salt and a dash of pepper. Mix until the cheese is melted.

Stirring shredded American cheese into hot sauce mixture

Frame 12

Then fold in the drained macaroni and one cup of crab meat.

Folding in crab meat

Frame 13

Pour the mixture into a casserole and top with buttered bread cubes. Bake in moderate oven at 350°F for 25 minutes.

Pouring buttered bread cubes on top of mixture in casserole dish

Frame 14

The delicate flavor of crab meat promotes this macaroni and cheese casserole to the gourmet class.

Gourmet Macaroni and Cheese casserole with salads and rolls

Frame 15

Casseroles are classic with busy home-makers. Here you see Salmon Shell Casserole at the upper right; it uses small macaroni shells, canned salmon and cheddar cheese in a tasteful combination. At the upper left you see Egg and Green Noodle Bake. In green noodles, puree of spinach is added to the dough during the manufacturing process.

View of Salmon Shell Casserole, Egg and Green Noodle Bake, and Southern Border Casserole

Frame 16

Macaroni foods served with sauce are always in demand. Heading the list of favorites is Spaghetti with Meat Sauce.

Close-up of meat sauce being poured over spaghetti

Frame 17

Who can resist this colorful platter of culinary temptation? Pass a bowl of grated Parmesan Cheese to sprinkle over the Spaghetti with Meat Sauce. Bread sticks and tossed salad are just-right accompaniments.

Close-up of Spaghetti with Meat Sauce dish

Frame 18

Here are other macaroni foods served with sauce. There is no end to what you can create by combining your favorite foods with nutritious durum macaroni products. Macaroni foods are easy to store on your kitchen shelves, so they are always ready for good-tasting meals.

View of Vermicelli with Anchovy Sauce, Curry Spaghetti Platter, and Tangy Ham Sauce served on Wide Noodles

Frame 19

And here is still another way of serving versatile durum macaroni products. Noodles, macaroni or spaghetti, served with melted butter or margarine, make excellent side dishes on a dinner menu. Many people like to sprinkle grated parmesan or Romano cheese, or herbs such as poppy seeds or chives over these buttered macaroni foods, too.

Macaroni served as a side dish on a dinner menu

Frame 20

These noodles were cooked in consumma to give them a rich, meaty taste. Barbecued Short Ribs never tasted better than when served with Savory Noodles.

Barbecued Short Ribs served with Savory Noodles

Frame 21

Small macaroni shells with Lemon Butter are a delicious side dish.

Small macaroni shells with Lemon Butter served as a side dish with Broiled Salmon Steaks

Frame 22

Similar to casseroles are molded or loaf dishes held together by a binder such as eggs or gelatin. Here are noodles being added to a mixture of milk, cheese, egg, salt, curry powder, pepper, bread crumbs and raisins.

Noodles being added to a mixture of milk, cheese, egg, salt, curry powder, pepper, bread, crumbs, and raisins

Frame 23

Pour the mixture into a well-greased ring mold. Place the ring mold in a larger pan filled with hot water to a depth of about one inch. Bake in a moderate oven, 350°F, about 45 minutes or until set. The mold is done when a silver knife inserted in the center comes out clean.

Mixture in ring mold--in a larger pan filled with hot water being placed

Frame 24

Curried Noodle Ring, filled with turkey and gravy, is a glamorous main dish for the day after Thanksgiving.

Close-up of Curried Noodle Ring

Frame 25

Here is a Noodle Loaf which can be made with either left-over chicken, turkey or canned tuna.

Noodle Loaf with buttered peas and candied carrots

Frame 26

Salads made with durum macaroni foods can be outstanding. Here are the ingredients for Chef's Spaghetti Salad: cooked elbow spaghetti, celery, American cheese, ham, tomatoes, garlic dressing and lettuce.

View of ingredients for Chef's Spaghetti Salad

Frame 27

When preparing macaroni foods for salads, you may wish to rinse the macaroni after cooking in order to cool it quickly. It should be drained well before adding to other ingredients. Macaroni, spaghetti and noodles made with durum wheat hold their shape well during cooking and do not make the water milky, so rinsing is not really necessary to prevent sticking. In fact, nutritionists counsel against rinsing if you want to keep all the enrichment vitamins and iron added at no extra cost to most macaroni foods--the important B-vitamins: thiamine, niacin and riboflavin.

Rinsing cooked macaroni

Frame 28

Toss all the ingredients, except the lettuce, together lightly. You may vary the quantity and kind of meat and cheese to suit your taste.

Tossing all the ingredients except lettuce together

Frame 29

Serve Chef's Spaghetti Salad in a lettuce lined bowl. This is a refreshing, yet satisfying main dish for summer meals.

Chef's Spaghetti Salad ready to serve

Frame 30

Four different salads featuring macaroni foods--all of them remarkably good--are shown here.

View of Spring Macaroni Salad, Picnic Spaghetti Salad, Hot Macaroni Salad, and Macaroni Cooler

Frame 31

Macaroni, noodles and spaghetti are hearty and satisfying additions to soup. This Clam and Noodle Chowder is very easy to make. Cook garlic, onion, and green pepper lightly in butter or margarine. Then, add two cups water, seasonings, a can of tomatoes and a can of clams and juice. Heat this mixture to boiling.

Adding can of tomatoes to mixture for Clam and Noodle Chowder

Frame 32

Add uncooked noodle bows to the boiling mixture. Then cover the pan and simmer gently until the noodles are tender.

Adding noodle bows to boiling mixture

Frame 33

Steaming bowls of Clam and Noodle Chowder and a platter of grilled cheese sandwiches make hearty fare.

Clam and Noodle Chowder bowls and a platter of grilled cheese sandwiches

Frame 34

For skillet dishes, durum macaroni foods need no pre-cooking. A very easy and quick dish is this Chili Skillet Supper. Brown onions, green pepper and ground beef in a skillet. Then add tomatoes, chili powder, salt and pepper, and bring the mixture to a boil.

Preparing Chili Skillet Supper

Frame 35

Stir in uncooked elbow spaghetti. Cover the skillet, and simmer gently until the spaghetti is done.

Stirring in uncooked elbow spaghetti

Frame 36

During the football season, serve Chili Skillet Supper at a pre-game luncheon or after-the-game get-together. With it, serve mugs of milk and plenty of crusty French bread.

Close-up of Chili Skillet Supper

Frame 37

Thicker types of macaroni foods, such as lasagna and tufoli, should be cooked in a larger quantity of water than is used for the common types of macaroni foods. For example, for eight ounces of the broad flat noodle-like lasagna, bring eight quarts of salted water to a rapid boil. As you add the lasagna to the water, wait for the ends to soften before pushing the complete lengths into the pan. Cook the lasagna 15 to 20 minutes, stirring occasionally with a wooden spoon to separate the pieces.

Thicker macaroni (lasagna) being placed in a larger quantity of water

Frame 38

Drain the lasagna. Then separate the pieces and hang them over the edge of the pan or colander to allow for easier handling later.

Hanging pieces of lasagna over edge of colander

Frame 39

While the lasagna was cooking, make this flavorful meat and tomato sauce.

Stirring meat and tomato sauce on stove

Frame 40

Enthusiasts of Italian cookery are responsible for the growing popularity of this main dish, called simply Lasagna. In a baking dish, make layers of meat sauce, lasagna, cottage cheese or ricotta, Swiss cheese slices and grated Parmesan cheese. Use about one-third of each ingredient for each layer.

Layering ingredients in baking dish to make Lasagna

Frame 41

The top layer of ingredients should be the remainder of the cheese. This produces a bubbly, melty topping for the casserole. Bake in moderate oven, 350°F, about 35 minutes.

Putting remainder of cheese on top of casserole

Frame 42

Exclamations of approval are sure to greet this dramatic main dish. Lasagna, crisp tossed salad, and rolls team up for a company buffet meal that will win acclaim for your cooking ability.

Finished Lasagna

Frame 43

Macaroni foods are convenient to keep on your emergency shelf as the basis for a quick and easy meal. A spaghetti dinner may be prepared in a jiffy by topping cooked spaghetti with heated canned meat sauce.

Display of various easy-to-fix macaroni foods

Frame 44

Here is yet another way to enjoy versatile macaroni foods--uncooked noodles fried in deep hot fat. Thin noodles are especially good when prepared this way.

Uncooked noodles in wire basket ready for deep-fat frying

Place the uncooked noodles in a wire basket and fry them until golden brown. Then drain on absorbent paper and sprinkle with salt.

Frame 45

The French-fried noodles can be used as a base for creamed meat, vegetables, or eggs. Just plain, sprinkled with salt, French-fried noodles are good between-meal "nibblers."

Platter of creamed meat with French-fried noodles used as a base

Frame 46

Here French-fried noodles have been mixed with shredded coconut, butter and sugar to form an interesting crust for Lemon Chiffon Dessert.

French-fried noodles used as part of the crust for Lemon Chiffon Dessert

Frame 47

Here is any easy oven omelet named Harlequin Puff that uses elbow spaghetti, green pepper and pimienta.

Harlequin Puff omelet

Frame 48

Read the label when you buy macaroni foods. If the label states "made from durum semolina" or "made from durum wheat semolina", you know your are getting a quality product. Macaroni, spaghetti and noodles made from durum wheat hold their shape in cooking. They are firm to the palate. They do not mush together. In cooking, the water remains clear... it does not get cloudy. Remember that macaroni foods made from durum wheat contain a high percentage of plant protein.

Display of macaroni food packages whose labels indicate that they contain durum wheat

Frame 49

Enriched durum macaroni foods have an important place in the essential four food groups established as a guide to food selection by U.S.D.A. This Shield of Good Health shows enriched durum macaroni foods as an important member of the Breads and Cereals Group, along with enriched, whole grain or restored breads and cereals, and other baked foods made with enriched or whole grain flour. As a shield to the good health of yourself and your family--plan and serve a selected variety of these foods every day.

Shield of Good Health

Frame 50

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End Slide

262

Evaluator's Final Checklist

COOKING PASTA

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When making pasta the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained suitable recipe () () ()
- d. Assembled necessary materials and equipment () () ()
- e. Followed procedure outlined in recipe () () ()
- f. Cleaned area after food preparation () () ()

The pasta prepared by the student:

- a. Was tender () () ()
- b. Did not stick together () () ()
- c. Was not mushy () () ()
- d. Was well drained () () ()

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-18-1, "Braising Meat"	1
Slide-tape presentation, F-18-2, "Making Casseroles"	4
TOPIC: Garnishes	8
Ecko Housewares Company, "All About Garnishes," (one filmstrip with a record or a cassette tape).	

RECOMMENDED REFERENCES

TOPIC: Garnishes	7
Kowtaluk and Kopan, <u>Food for Today</u> , 1977 edition.	

F-18-1 BRAISING MEAT

Script

Frame 1
"Braising Meat"

Frame 2

Braising is a method of cooking with moisture and low temperatures. It is an effective way of making less expensive, less tender cuts of meat more desirable. Chuck, round, shank, flank, and brisket are cuts of beef which are suitable for braising. Round steak and pot roast are often braised.

Frame 3

There are also several tender cuts of meat that are suitable for braising. These include veal cuts, pork chops, and poultry.

Frame 4

Directions for braising meat are given in most general cookbooks. Read the directions carefully. Then assemble all the required ingredients and equipment. A heavy skillet and lid or Dutch oven are necessary for proper braising.

Frame 5

If you have a large cut of meat, it may be necessary to cut it into smaller pieces. If desired, you can dredge the meat in a mixture of flour, salt and pepper.

Frame 6

Brown both sides of the meat in a heavy skillet. If the meat has been dredged, use a small amount of fat in the skillet to aid the browning.

Frame 7

After the meat has browned, add seasonings and a small amount of liquid. Water is usually used, but you can also use meat stock, canned tomatoes or tomato juice.

Frame 8

Place the lid on the skillet and cook at a low temperature on the range, or...

Frame 9

cook the meat at a low temperature in the oven. If braising is done in the oven, be sure to use an oven-proof skillet or pan.

Slide Content

Title Slide

Close-up of round steak and pot roast

Close-up of veal chops, pork chops, and poultry

Assembled ingredients and equipment for braising round steak

Dredging meat

Browning the meat

Adding seasonings and liquid to meat

Braising on range top

Placing skillet in oven

Frame 10

While cooking, the liquid should be kept below the boiling point. Braising is a slow method of cooking. It takes around three to four hours to braise a pot roast. The slow cooking helps to tenderize an otherwise tough cut of meat. The meat is done when it can easily be pierced with a fork.

Testing meat for doneness

Frame 11

The drippings from the meat can be used to make gravy or a sauce. Before using the drippings, scoop off the oily fat that floats on the top with a wide, shallow spoon.

Close-up of meat drippings

Frame 12

The braised meat can be served plain or with gravy. It can also be used in a casserole. Braising is one of the best cooking methods for tenderizing the less tender cuts of meat. Also, it does not require attention after the cooking has started. You can cut your food costs by purchasing less expensive cuts of meat and still serve tender, tasty and appetizing meat.

Close-up of braised round steak

Frame 13

This is the end of the slide-tape presentation. Please rewind this tape and return it and the equipment to the proper storage place.

THE END

F-18-2, CASSEROLES

SCRIPT

SLIDE CONTENT

Frame 1

Casseroles

Title Slide

Frame 2

A casserole is a combination of foods cooked and served in the same dish. Casseroles usually consist of meat, fish or fowl and vegetables and/or pasta with a sauce and a topping. They can be prepared in many different ways with many different combinations of foods. There are so many possible varieties that entire cookbooks on casseroles are available.

Display of several casseroles

Frame 3

To prepare a casserole, begin by selecting and carefully reading the recipe. Then assemble all of the necessary ingredients and equipment. In preparing this tuna-noodle casserole, use tuna fish, butter or margarine, onion, milk, a can of cream of mushroom soup and bread crumbs.

Assembled ingredients and equipment for tuna and noodle casserole

Frame 4

The baking dish should be greased with butter or other fat to prevent the casserole from sticking to the dish after baking.

Greasing baking dish

Frame 5

Some casserole ingredients require preparation before making the casserole. For example, the pasta (noodles) is cooked before being combined with the other ingredients. To cook the noodles, add them to water that is already at a rapid boil. This is important. If the water is not boiling, the noodles will become sticky and clump together. Cook the noodles for the length of time specified on the package.

Adding noodles to boiling water

Frame 6

The noodles are done when they can be easily cut with a fork. The noodles must be drained before they are ready to use.

Close-up of cooked, drained noodles

Frame 7

Canned tuna is packed in either oil or water. Both kinds must be drained before using. A simple way of doing this is to open the lid with a can opener, then push down on the lid to force the liquid from the can. Do this over a sink or garbage container to catch the liquid.

Draining the tuna

Frame 8

Place the tuna in a small bowl and flake it with a fork. To flake tuna refers to breaking it up into small pieces.

Flaking the tuna

Frame 9

Another ingredient that requires preparation is the onion. Chop the onion into small pieces on a cutting board, using a sharp knife.

Chopping the onion

Frame 10

This casserole uses a condensed cream of mushroom soup as a sauce base. Blend the soup with the chopped onion and milk in a saucepan and heat until the mixture steams. Do not let it boil.

Adding soup to onions and milk in a saucepan

Frame 11

The ingredients are now ready to build the casserole. It is built in layers, starting with a layer of one-third of the cooked noodles.

Layer of noodles in baking dish

Frame 12

Then sprinkle one-half of the tuna over the noodles.

Sprinkling tuna over noodles

Frame 13

Cover the noodles and tuna with one-third of the sauce. Then repeat the process, ending with the remaining one-third of the noodles on top.

Pouring sauce over noodles and tuna

Frame 14

Pour the remaining one-third of the soup mixture over the ingredients in the baking dish.

Casserole ready for topping

Frame 15

For a topping, sprinkle cracker crumbs over the casserole and dot with small pieces of butter.

Topping casserole with cracker crumbs and butter

Frame 16

It is not necessary to preheat the oven when leavening agents are not used. For the casseroles, the oven should be turned on when the baking dish is placed in the oven. Over a period of time, this will help to conserve a considerable amount of energy.

Art work--Save Energy, Do Not Preheat

Frame 17

This casserole is baked uncovered at 204°C or 400°F for about 20 minutes, or until the crumb topping is golden brown.

Placing casserole in oven

Frame 18

Serve the casserole while it is still hot. Casseroles are generally served for lunch or dinner meals. They are especially good for buffets.

Close-up of tuna-noodle casserole

Frame 19

Preparing a casserole is one of the best ways to use leftovers. This braised round steak is being cut into small pieces to be used in a beef casserole. All bone and pieces of fat have been removed from the meat.

Cutting braised round steak into small pieces

Frame 20

Onion, green pepper and celery are chopped into small, bite-size pieces on a cutting board before adding them to the beef casserole.

Chopping an onion, green pepper and celery

Frame 21

When a recipe calls for canned food, check to see if the liquid should be drained or included in the dish. This recipe calls for drained mushrooms.

Draining mushrooms in can

Frame 22

In a Dutch oven, combine the meat with the other ingredients. For this casserole, the noodles are not cooked before being added to the casserole.

Combining ingredients for beef casserole

Frame 23

To speed up the cooking time, some recipes may suggest that you heat the ingredients to a boil on the range before placing in the oven.

Heating ingredients on range before placing in oven

Frame 24

Cover the Dutch oven and cook at 177°C or 350°F for about 35 minutes.

Placing casserole in oven

Frame 25

The casserole is usually served from the baking dish or Dutch oven. It can be served as a one-dish meal. A great advantage to casseroles is that they can be prepared ahead of time, refrigerated or frozen, and then heated just before serving. This can leave you free to entertain guests or if you just do not feel like cooking, your meal is already prepared and ready to heat.

Close-up of completed beef casserole

Frame 26

Please rewind this tape and return the slides, tape, and equipment to the proper storage area.

The End Slide

CREATE YOUR OWN CASSEROLE

Directions: Choose one food from each column. Grease a baking dish and arrange ingredients in layers, adding seasonings as you go along. Start with rice, noodles, macaroni or starchy vegetables, then protein food. Add sauce or other liquid and top with crumbs or cereal. Bake in oven at 177°C (350°F) until bubbly (about 30 minutes). Serves about 6.

PROTEIN FOOD 375-500 ml (1 1/2 - 2 cups)	SAUCE	VEGETABLES 375-500 ml (1 1/2-2 cups) cooked or canned	COOKED PASTA 375-500 ml (1 1/2-2 cups)	TOPPING 30-60 ml (2-4 tablespoons)	SEASONING
Cooked ham, slivered Cooked or canned chicken or turkey Canned luncheon meat Cooked beef, veal, lamb or pork Hard cooked eggs Frankfurters Cheese Canned tuna, salmon or other seafood	250 ml (1 cup) white sauce OR 75 ml (1/3 cup) milk plus 1 can soup (tomato, mushroom, celery or cream of chicken)	Green beans Peas Carrots Asparagus Broccoli Lima beans Corn	Noodles Macaroni Rice Spaghetti	Bread crumbs Crushed, dry cereal Slivered almonds Cracker crumbs Crushed stuffing mix	5 ml (1 tsp.) salt, pepper to taste, and 50 ml (1/4 cup) chopped onions, celery, or green pepper cooked in fat. (You can add or substitute your own choice of herbs.)

Evaluator's Final Checklist

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	------------------	----------------

When braising meats, making casseroles and preparing garnishes the student:

- | | |
|--|-------------|
| a. Observed proper safety rules | () () () |
| b. Used proper sanitation methods | () () () |
| c. Obtained suitable recipe | () () () |
| d. Assembled necessary materials and equipment | () () () |
| e. Followed procedure outlined in recipe | () () () |
| f. Cleaned area after food preparation | () () () |

(1) The braised meat made by the student was:

- | | |
|-----------------------------|-------------|
| a. Evenly browned | () () () |
| b. Easy to cut | () () () |
| c. Moist | () () () |
| d. Tender | () () () |
| e. Flavorful | () () () |

(2) The casserole made by the student was:

- | | |
|--|-------------|
| a. Thoroughly cooked | () () () |
| b. Free of bones or bone slivers | () () () |
| c. Flavorful | () () () |
| d. Moist, but not runny | () () () |
| e. Attractive and appetizing | () () () |
| f. Free of spill-overs | () () () |

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

(3) The garnishes made by the student were:

- a. Edible () () ()
- b. Free from blemishes () () ()
- c. Treated to prevent discoloration if necessary () () ()
- d. Cut uniformly () () ()
- e. Of appropriate texture and flavor for food that was
garnished () () ()
- f. Attractively placed on the food that was garnished () () ()

MICROWAVING

NOTE TO THE INSTRUCTOR: If a microwave oven is not available for student use, have the students read and discuss information provided in the following reference. The reference provides a general background on microwaving and can be used in place of this module. Prepare a test for the students since they will not be able to check out on microwaving.

Reference: Medved, The World of Food, 1981 edition, pp. 434-450.

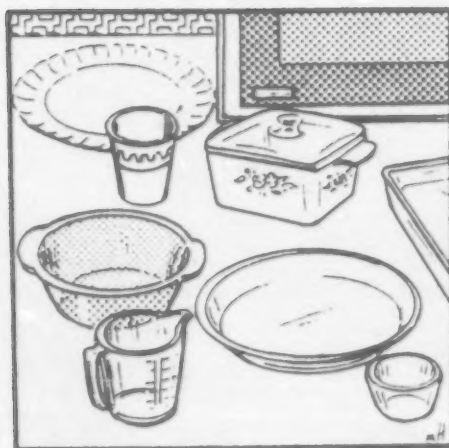
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RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Microwaving	6
Slide-tape presentation: F-19, "Microwaving."	

COOKING UTENSILS FOR MICROWAVING

Special Utensils for the Microwave Oven

Special utensils made exclusively for microwaving are available. These utensils are made of materials that are oven-proof for the microwave oven.

Some manufacturers are designing glass and pottery utensils that are suitable for both the microwave and conventional ovens. Other special utensils include items of plastic and paper.

The following cooking utensils have been designed especially for the microwave oven:

The Brown-N-Sear Dish is a cooking utensil that has a coating on its bottom which attracts microwaves. When pre-heated, it fries and browns food. A cover controls moisture and spatters.

The Browning Griddle browns larger pieces of food and more items than the Brown-N-Sear Dish. The outer well of the griddle catches drippings. It does not have a cover.

The Microwave Trivet fits in its own plastic dish or it may be placed in a cooking dish. It holds meat out of its juices to prevent stewing.

The Bacon Tree holds as many as six slices of bacon. It should be placed in a cooking dish to catch the bacon drippings during microwaving.

The Cupcaker spaces muffins or cupcakes in a ring shape which helps heat to be distributed evenly.

Ring Molds of plastic or ceramic are used for cakes, quick breads, and meatloaf. The ring shape helps to distribute the heat evenly.

High-Sided Cake Pans of plastic, glass, or ceramic are designed for cakes because cakes tend to rise higher in the microwave oven.

Conventional Cooking Utensils Used for Microwaving

The utensils that you already have may be suitable for microwaving. Glass casserole dishes, measuring cups, and custard cups are common kitchen tools and utensils that can be used for microwave cookery. Pottery and china dinnerware which do not have gold or silver trim or a glaze with a metallic sheen can also be used in the microwave. Most ceramic oven-to-table ware is labeled "suitable for the microwave oven." If you are uncertain about a utensil, use the following procedures for testing its suitability for use in the microwave oven:

1. Measure 250 ml (1 cup) of water in a glass measuring cup.
2. Place the cup on the dish being tested in the microwave oven.
3. Microwave for one minute on the highest setting.
4. Remove the cup of water. It should be hot.
5. Check the dish being tested. It should be cool. If it is warm or hot, it should not be used for microwaving.

The GUIDE FOR SELECTING MICROWAVE UTENSILS provided on the following pages is helpful for determining the suitability of cooking utensils and other items as utensils in microwave cookery.

Cooking Utensils Not Suitable for Use in the Microwave

The following items should not be used as microwaving utensils unless approved in the appliance use-and-care manual for the particular microwave oven.

- Unsuitable dinnerware, such as: Corning Centura, Fitz and Floyd Oven-to-Tableware, Melamine, and dishes with metal trim.
- Foil-lined paper bags, boxes, and baking trays.
- Metal or part metal pots, pans, thermometers, skewers, and foil trays deeper than 2 cm (3/4 inch). Also, any utensil with metal fittings (screws, handles, clamps, etc.).

- Containers with restricted openings, such as: baby food jars and syrup bottles.
- Newspaper.
- Paper towels containing nylon or other synthetic fabric.
- Plastic bags and other airtight containers that have not been pierced or opened before heating in the microwave oven.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
Handmade pottery, porcelain, and stoneware	—Use for cooking. —Use for heating.	Avoid glazes with metallic sheen. Test this type utensil to determine if handmade pottery is suitable for the microwave.
Regular dinnerware	—Use for heating. —Use for some cooking.	Check for "Recommended for Microwave" seal, or test the utensil. Avoid using metallic-trimmed dinnerware.
Microwave plastics	—Use for specialized cooking.	Some pieces may be available from appliance or houseware departments in a department store.
Specialty glass such as ceramic and porcelain	—Recommended for microwave oven-to-table cooking of special foods.	Microwave ovenproof ceramics may be sold with metal holders. The metal holders may not be used in microwave ovens.
Oven glass	—Use for cooking. —Use for heating.	Oven glass is inexpensive and readily available in supermarkets, hardware, and department stores.
Straw and wood	--Use baskets and boards for short-term heating. --Use wooden spoons, whisks, picks, and skewers for cooking.	Wooden spoons and whisks may be left in foods while microwaving.
Glass-ceramic (Pyroceram)	—Use for cooking. —Use for heating.	These utensils are attractive for serving. (The plastic storage lids, available with individual casseroles, should not be used for microwaving.)

GUIDE FOR SELECTING MICROWAVE UTENSILS

Use this guide for selecting and evaluating utensils for microwave cookery. Some items can be used only for heating. Others are suitable for cooking. Some microwave utensils are designed for cooking and serving.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
Plastic foam plates and plastic cups	—Use for short-term heating to low temperatures. —Use for serving.	They lose their shape when used with bacon and foods with high fat content.
Paper towels and napkins	—Use for cooking bacon. —Use for absorbing moisture and preventing spatters. —Use for heating sandwiches or appetizers. —Use as a light covering to hold in steam.	They will not hold liquids.
Paper plates and cups	—Use to heat and serve foods and beverages. —Use plastic-coated plates for moist or saucy foods. —Use "hot drink" cups for soups and beverages.	They are good for single servings.
Plastic wrap, cooking bags, boil-in-bags, and storage bags	--Use plastic wrap as a covering to hold in steam. --Use cooking and boil-in-the-bags for cooking. - Use storage bags for defrosting.	Storage bags can melt at high temperatures.
Boilable hard and soft plastics	—Use for cooking ground beef. —Use for defrosting. --Use for heating.	They may lose their shape or discolor when used with foods with high fat content.

GUIDE FOR SELECTING MICROWAVE UTENSILS

Use this guide for selecting and evaluating utensils for microwave cookery. Some items can be used only for heating. Others are suitable for cooking. Some microwave utensils are designed for cooking and serving.

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Plastic foam plates and plastic cups	—Use for short-term heating to low temperatures. —Use for serving.	They lose their shape when used with bacon and foods with high fat content.
Paper towels and napkins	—Use for cooking bacon. —Use for absorbing moisture and preventing spatters. —Use for heating sandwiches or appetizers. —Use as a light covering to hold in steam.	They will not hold liquids.
Paper plates and cups	—Use to heat and serve foods and beverages. —Use plastic-coated plates for moist or saucy foods. —Use "hot drink" cups for soups and beverages.	They are good for single servings.
Plastic wrap, cooking bags, boil-in-bags, and storage bags	—Use plastic wrap as a covering to hold in steam. —Use cooking and boil-in-bags for cooking. —Use storage bags for defrosting.	Storage bags can melt at high temperatures.
Boilable hard and soft plastics	—Use for cooking ground beef. —Use for defrosting. —Use for heating.	They may lose their shape or discolor when used with foods with high fat content.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
Handmade pottery, porcelain, and stoneware	—Use for cooking. —Use for heating.	Avoid glazes with metallic sheen. Test this type utensil to determine if handmade pottery is suitable for the microwave.
Regular dinnerware	—Use for heating. --Use for some cooking.	Check for "Recommended for Microwave" seal, or test the utensil. Avoid using metallic-trimmed dinnerware.
Microwave plastics	—Use for specialized cooking.	Some pieces may be available from appliance or houseware departments in a department store.
Specialty glass such as ceramic and porcelain	—Recommended for microwave oven-to-table cooking of special foods.	Microwave ovenproof ceramics may be sold with metal holders. The metal holders may not be used in microwave ovens.
Oven glass	—Use for cooking. --Use for heating.	Oven glass is inexpensive and readily available in supermarkets, hardware, and department stores.
Straw and wood	—Use baskets and boards for short-term heating. —Use wooden spoons, whisks, picks, and skewers for cooking.	Wooden spoons and whisks may be left in foods while microwaving.
Glass-ceramic (Pyroceram)	—Use for cooking. --Use for heating.	These utensils are attractive for serving. (The plastic storage lids, available with individual casseroles, should not be used for microwaving.)

TYPE OF UTENSIL	MICROWAVE	COMMENTS
Boxes lined with paper or plastic	—Use for refreshing foods. —Use for defrosting meat and baked goods. —Use for cooking vegetables. —Use for heating frozen foods.	Do not use foil trays.

"Microwaving"

SCRIPT

SLIDE CONTENT

Frame 1

"Microwaving"

Title slide

Frame 2

The microwave oven is a relatively small, portable appliance used to cook, heat, and defrost food. It is called an oven because of its design, but it does many top-of-the-range jobs, too. The cooking time in the microwave oven is usually much less than in a conventional oven; therefore, it uses less energy.

A microwave oven

Frame 3

How you use the microwave oven depends a great deal on the type of food you want to cook. Factors such as the size and shape of the food, the amount of food being microwaved, the density of the food, the temperature of the food before microwaving, the moisture content, and the fat and sugar content all must be considered in the microwaving procedure.

An array of microwaved foods

Frame 4

As you use the microwave oven you will learn techniques that will help you produce pleasing products.

Cooking dish of chicken being placed in the oven

For example, foods should be as uniform in size and shape as possible. This will help prevent overcooking some of the sensitive areas. However, if the food is not uniform in size and shape, you should compensate for this by placing the thicker parts of the items to the outside edge of the cooking dish where more microwaves are received and placing the thinner parts of the food to the center of the dish.

Frame 5

There is no advantage to using the microwave oven when preparing large amounts of some food since microwaving large amounts may take as long as conventional cooking.

A microwave oven filled with foods

Frame 6

In microwaving a food, you should select a suitable cooking utensil. It is always best to use the cooking utensil suggested in the recipe. If a recipe is doubled, the utensil selected should be larger. If the recipe is decreased, the cooking dish should be smaller.

Browning dish, bacon or roast grid, the cupcaker, and a cake pan or ring mold are pictured

SCRIPT

There are utensils made especially for use in the microwave oven. Here you see a heavy dish which is used for browning, a grid for cooking a roast or bacon, the cupcaker, and the cake pan or ring mold.

Frame 7

Some of the dishes that you already have for conventional cooking are ideal for the microwave oven. Many manufacturers are now labeling whether their products can be used in the microwave oven.

Metal utensils or metal-trimmed dishes should not be used in the microwave. The metal deflects the microwaves, which increases the cooking time for the food and which may damage the magnetron tube in the microwave oven.

Frame 8

To test a dish for its suitability for use in the microwave oven, use the following procedures. Measure 250 ml or one cup of water in a glass cup. Place the cup beside the dish being tested in the microwave oven. Microwave for one minute on the highest setting. Remove the cup of water. It should be hot. Check the dish being tested. It should be cool. If the dish is warm or hot, it should not be used for microwaving.

Frame 9

You may use plastic items to hold food while it microwaves. If you are going to heat the food to a high temperature for a period of time, do not use plastic. The heat of the food will melt it.

Paper items are good to use because they absorb moisture and are disposable. However, newspaper should not be used because some printer's inks will cause the paper to catch on fire.

Wooden items, such as the bread basket, can be used for quick warm-ups, such as reheating bread.

Frame 10

A round cooking dish is usually better than square or rectangular ones. All the areas of the food can be equally exposed to the microwave energy. Because the center is the last part of the food to cook, you may want to place a glass in the center of the round dish

SLIDE CONTENT

Glass baking dish, casserole dish, pottery, and china are pictured

Picture of a person putting 250 ml (one cup) of water beside a dish in the microwave oven

Paper towels, paper plates, paper cups, plastic wrap, locking bags, storage bags, wooden basket, waxed paper are pictured

A round dish of food with a glass in the center

SCRIPT

SLIDE CONTENT

when cooking a batter food, such as brownies or a cake. Rotate the cooking dish two or three times during the cooking time so that the heat is evenly distributed. If your microwave oven has a turntable, this technique will not be necessary.

Frame 11

You may use a glass lid, a plastic cover, a paper towel or napkin, or waxed paper over a dish as a cover or wrap depending on the recipe suggestion.

Person covering food with waxed paper to prevent spattering to hold in heat

Covering a food helps to hold in heat and steam. It may also speed microwaving and prevent spattering.

Frame 12

Shielding is a technique that is used to protect thinner areas of food items from overcooking. The thin areas are wrapped with thin strips of metal foil and placed in the oven to cook. Before you use this technique, check your use-and-care manual to determine if you can use metal foil without damaging the oven while microwaving.

Applying metal foil to chicken wings

Frame 13

Some food, such as scrambled eggs, require stirring during the microwaving process. Stirring is a technique that is used in both conventional and microwave cooking.

Stirring scrambled eggs

Frame 14

Turning the food over in the cooking dish during the cooking time is another technique used to help the food cook evenly.

Turning over chicken pieces in the cooking dish

Frame 15

Another technique for decreasing the cooking time and evenly distributing the heat in the food is called rotation. Rotating the cooking dish will help the food cook evenly. Some microwave ovens have a rotating turntable so that this technique is done automatically.

Rotating the cooking dish containing chicken pieces

A recipe may state a one-quarter or 90 degree turn or a one-half or 180 degree turn. The one-quarter turn refers to rotating the front of the cooking dish to one of the sides of the microwave oven. A one-half turn refers to turning the front of the cooking dish around to the back of the oven.

SCRIPT

SLIDE CONTENT

Holding time is necessary for some frozen foods. This means that the food is microwaved for a period of time, then allowed to stand for alternate periods of time. The standing time helps to even out the heat in the food. The process is repeated several times so that the thawing is completed without cooking the food.

Frame 21

The microwave oven is handy for quick jobs such as softening butter, ice cream, cream cheese, or other spreads. Use a low setting and microwave for only a few seconds at a time so that you will not over soften the food.

Softening butter

Frame 22

The microwave oven does not cause any harm to human beings if it is used properly. However, there are several precautions that you should always take.

The "safety" cartoon character

Frame 23

First, do not allow soil or cleaning product residue to accumulate on the gaskets, the sealing surfaces, or in the oven. Anything that prevents a tight seal on the door should be removed so that microwave energy does not escape.

Person cleaning the gasket and the sealing surfaces of the microwave oven

The microwave oven may be cleaned easily with a cloth or sponge that has been dampened with warm, sudsy water. Check the use-and-care manual for the proper cleaning techniques for your oven.

Frame 24

Next, do not try to operate the microwave oven until the door is shut or if the oven is damaged. Damage to the door, hinges and latches, door seals, and sealing surfaces may cause an escape of microwave energy.

Person closing and locking the door of the microwave oven

Do not attempt to adjust or repair the oven. If there is anything wrong with it, a qualified repairperson should repair the appliance.

Frame 25

Also remember that food items that are covered with a skin, shell, or membrane, such as this egg, will burst while microwaving if they have not been pierced.

A broken egg in a glass cup being stirred with a fork

SCRIPT

Frame 16

Some foods, such as meats, should have a "standing time" after they are removed from the microwave oven to allow the heat in the outside of the food to reach the center of the food without overcooking the edges.

If your microwave oven does not have a browning unit, your foods will not brown unless they have a high sugar or fat content. Sometimes you may want to use sauces over foods that do not brown. The sauce will help make the food more appealing.

Frame 17

When you are microwaving baked desserts, you may find the dark-colored batters are more pleasing. Use recipes that have chocolate, brown sugar, bran, spices, or some other ingredient that gives the batter a dark color.

Frame 18

If you are preparing a dessert, such as pineapple upside-down cake or a cake that can be frosted, a white batter can be used. Nobody will notice that the surfaces of the cake are not brown.

Microwaving cake does not change its taste; however, the volume of the microwaved cake will usually be higher than the baked cake.

Frame 19

Foods can be cooked in the microwave and then reheated later for serving, or leftovers can be heated for quick meals. Do not heat a plate of food that has been frozen on the plate. The heat from the food will cause the cold plate to break.

Frame 20

A microwave oven is particularly useful for defrosting food and many have a defrost setting. Follow the directions in your use-and-care manual when defrosting foods.

A loaf of frozen bread can be thawed and ready to eat in a matter of minutes. Be sure to open the plastic covering so that the steam can escape.

SLIDE CONTENT

Person putting barbeque sauce on pieces of chicken that are being allowed "standing time"

Making brownies

Pineapple upside-down cake

Reheating foods

Defrosting bread

Evaluator's Final Checklist

MICROWAVING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When using the microwave oven, the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained a suitable recipe () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedure outlined in the recipe () () ()
- f. Cleaned the area after food preparation () () ()

The food microwaved by the student:

- a. Was evenly cooked () () ()
- b. Was fully cooked () () ()
- c. Retained the shape intended by the recipe () () ()
- d. Had a pleasing flavor () () ()

SCRIPT

SLIDE CONTENT

Break eggs into a glass cup and stir them to break the membrane. Stir again once or twice during the cooking time to prevent the egg from sealing over again.

Frame 26

Pierce skin-covered fruits and vegetables with a fork or a pick to allow the pressure caused by the steam to escape. Core apples peel and strip around the side. Place paper or napkin over the pierced food to prevent spattering.

Person piercing a potato. A cored, peeled apple and a plate of tomatoes, peaches, and a potato are in the background.

Frame 27

And, remember that containers with restricted openings, such as syrup bottles or baby food jars, should not be used in the microwave oven. They may explode and shatter.

Syrup bottle, jar of ordinary popcorn, egg, brown-and-serve rolls, and a plate with metal trim are pictured.

Do not pop ordinary popcorn in the microwave. It is too dry to attract microwave energy. Use special popcorn in bags designed for microwaving.

Do not use metal-trimmed dishes or metal pans in the microwave oven. Metal may cause uneven cooking and arcing and can cause damage to the magnetron tube of the oven.

Finally, be sure to stir or pour liquids just before heating them to add air. This will prevent boil overs, or eruption, of the liquid during microwaving.

By learning the techniques of microwave cooking and following the safety precautions, you will find your microwave oven an efficient and safe cooking method.

Frame 28

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END

USING AND CARING FOR SMALL APPLIANCES

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide/tape presentation, F-20, "Using and Caring for Small Appliances".	3
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RECOMMENDED REFERENCE

Topic: The use and care of small kitchen appliances	1
Kowtaluk and Koipan, <u>Food for Today</u> , 1977 edition.	

Frame 7

The electric can opener opens standard size cans quickly and effortlessly. Some models have added features like a knife sharpener or an ice crusher. Follow the manufacturer's directions for positioning the can and operating the cutting assembly. Be sure to unplug the electrical cord from the outlet before cleaning any appliance. Some parts of the can opener may be removable for washing, but the main body is non-submersible.

Close-up of can
opener

Frame 8

The portable baking/broiling oven is a great energy saving appliance. It uses much less energy than a conventional oven. The tray and rack are submersible but the oven unit is not.

Close-up of portable
baking/broiling oven

Frame 9

A toaster is used for toasting bread, frozen waffles, breakfast tarts, and a few other convenience foods. It has become a basic kitchen appliance. It saves time by toasting both sides at once. This is a four-slice model, meaning it will toast four slices of bread at one time. Toasters are also available in two-slice models. If food should become lodged, unplug the toaster before attempting to remove the bread. To avoid damaging the heating elements, never use a fork or knife to remove the bread.

Close-up of toaster

Frame 10

Most toasters have a crumb tray that opens from the bottom. Clean the crumb tray with a small brush or damp cloth. The toaster is totally nonsubmersible. To clean, wipe the exterior with a damp cloth.

Open crumb tray
on toaster

Frame 11

An electric knife is used to slice cuts of meat, fruits, vegetables, cakes, breads, and sandwiches. The knife usually has interchangeable blades for slicing different foods. Be sure the knife is unplugged when inserting or removing the blades. Always keep the knife's safety latch engaged when not in use. Do not use the knife to cut bones, solidly frozen foods, hard seeds, stones, or fruit pits. The blades should be washed in hot, sudsy water. Wipe the handle with a damp cloth to clean. Do not submerge the handle or run water over it.

Close-up of
electric knife

Frame 12

The portable or hand mixer is great for basic mixing such as folding, blending, mixing, stirring, beating, whipping, and creaming. It is used to prepare batter for cakes, cookies, waffles, and pancakes, and for making frostings.

Close-up of
hand mixer

F-20, USING AND CARING FOR SMALL APPLIANCES

SCRIPT

SLIDE CONTENT

Frame 1

"Using and Caring For Small Appliances"

Title slide

Frame 2

The introduction of small appliances into the home has changed many household tasks, especially in the kitchen. Small appliances are those which are portable or easily moved and are used on a counter, table, or cart. They have become popular additions to the modern kitchen because many save time and/or energy and increase the cooking capacity.

Display of small appliances

Frame 3

Small appliances may be either submersible or nonsubmersible. Submersible appliances can be totally immersed in water for cleaning after removing the electrical cord and temperature control. A nonsubmersible appliance cannot be totally immersed in water. On some nonsubmersible appliances the electrical cord can be removed, but on others, it is permanently attached. It is important to know if an appliance is submersible or not because each is cleaned by a different method. Usually you can find this information on the bottom of the appliance.

Comparing submersible and non-submersible appliances

Frame 4

Parts of some appliances are submersible. A blender is used for blending, whipping, mixing, and chopping to puree fruits and vegetables. The container and lid are submersible, but the base is not. Wipe the base clean after each use with a damp cloth.

Close up of blender

Frame 5

A food processor can also blend, whip, mix, chop, and puree, but because it has interchangeable blades, it also slices and grates. With some models, additional blades can be purchased to perform other functions such as cutting French fries. Everything except the base is submersible in hot, sudsy water. Again, the base is cleaned after each use with a damp cloth.

Close-up of food processor and interchangeable blades

Frame 6

To use either the blender or food processor, place the food container on the base unit. You can usually feel the container lock in place. The base contains the motor that propels the blades. As with any appliance, read the use-and-care manual carefully before operating it. Do not attempt to remove the container from the base until the motor has come to a complete stop.

Close-up of food processor and blender

Frame 18

An electric griddle greatly increases the kitchen's cooking capacity. It is used for foods such as pancakes or grilled sandwiches. This griddle has a non-stick finish for easier clean-up. It is submersible after removing the temperature control and electrical cord.

Close-up of electric grill

Frame 19

A crockpot or slow cooker is used to cook foods at a low temperature for a longer time period. It helps to retain the natural juices and flavors of the food. The interior is ceramic, and in some models it is removable for washing. Abrasive cleaners should never be used on the ceramic interior. This crockpot is nonsubmersible except for the lid. Clean the pot by running hot water into it, adding detergent, and scrubbing with a plastic cleaning pad. Rinse and dry before storing. Avoid hitting the pot against hard objects, such as the faucet, since the ceramic can be broken.

Close-up of crockpot

Frame 20

A waffle baker can be used to make waffles or as a grill. To use as a grill, turn the plates over to the smooth side.

Close-up of waffle baker

Frame 21

The plates can be washed in hot, sudsy water. Wash the waffle baker with a damp cloth after each use. Dry to polish the chrome finish.

Waffle baker taken apart

Frame 22

Electric coffee makers vary with the method of making coffee. Again, follow the use-and-care manual for the use and care of the appliance. This is an electric percolator and the body is nonsubmersible. Wash the interior by pouring hot sudsy water into it. Then rinse in the same manner with hot, clean water. Wipe the exterior with a damp cloth and dry to polish. The lid, basket assembly, and stem are submersible.

Close-up of percolator

Frame 23

Small appliances vary in their exterior and interior finishes. Each type of finish is cared for by a particular method. This electric wok is traditionally used for preparing Chinese food. It has the popular non-stick finish. To prevent scratching this type finish, use plastic or wooden utensils. Plastic scouring pads should be used when cleaning the finish. The use-and-care manual will tell you how to care for the particular finish on each appliance.

Electric wok with non-stick finish

Frame 12 (cont.)

When using a mixer, follow the time and speed specified in the recipe. If any object should get caught in the beaters, turn the motor off at once. Be sure the mixer is unplugged when inserting or removing the beaters. The beaters are submersible, but the mixer is not. Wipe the mixer with a damp cloth after each use.

Frame 13

Besides basic mixing, a stand mixer lets you perform heavy-duty mixing tasks, such as mixing thick, heavy batters or kneading bread dough. There are usually a large and a small mixing bowl that come with the mixer. These bowls are shaped so that the mixing will be even and thorough. On a stand mixer there are usually many mixing speeds. Read the use-and-care manual carefully before operating.

Close-up of stand mixer

Frame 14

Unplug the mixer from the outlet before cleaning. The mixer head and base are nonsubmersible. They should be cleaned by wiping with a damp cloth and drying to polish. The turntables, beaters, and bowls are submersible.

Stand mixer taken apart

Frame 15

Deep-fat fryers come in many sizes and with various features. The small fry pots are popular because they use smaller quantities of fat. Deep-fat fryers are used to prepare foods such as French fries, doughnuts, and hush puppies. This particular deep-fat fryer is non-submersible, but some are immersible. Be sure to read the use-and-care manual to determine the cleaning method. The basket can be washed in hot, sudsy water.

Close-up of deep-fat fryer

Frame 16

An electric frypan is one of the most useful portable appliances. It can be used to fry, roast, pan-broil, bake, or simmer food. When using the frypan, follow specified time and temperatures in frying charts or recipes. This frypan is submersible after the temperature control and electrical cord are removed.

Close-up of fry pan

Frame 17

There are many variations of popcorn poppers. Some require oil and others do not. Some pop the corn with hot air and blow the popcorn directly into the serving bowl. Before operating and caring for corn poppers, read the use-and-care manual carefully. With this corn popper, only the lid is submersible.

Close-up of corn popper

Frame 34

Use electrical appliances with respect. Remember that water and electricity do not mix. Always unplug the appliance before cleaning it. Do not stand on a wet floor or have wet hands when using an electrical appliance. Also, be sure your appliances are in good condition. If they need repair, have it done by a reputable appliance repair shop.

Art work--Water and electricity do not mix

Frame 35

No matter what kind of appliance you have, do not operate it until you have carefully read the use-and-care booklet. This is very important. Small appliances can help save time, money, and energy if used properly. When selecting small appliances, remember to consider storage space. If you can't get to it, it's really not useful. Proper use and care will help to give you greater and longer service from your small appliance.

Close-up of crock pot, wok, and stand mixer

Frame 36

This is the end of this slide/tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End slide

Frame 24

To clean a submersible appliance, first remove the temperature control and the electrical cord.

Removing heat control
and electrical cord
from submersible
appliance

Frame 25

The appliance can then be immersed into hot, sudsy water. The type of cleansers and/or scouring pads used depends upon the appliance's finish. Wash until all food particles and grease are removed from the appliance.

Washing electric
wok in hot, sudsy
dish water

Frame 26

Then thoroughly rinse and dry the appliance.

Rinsing electric wok

Frame 27

Wipe off any nonsubmersible parts with a damp cloth. Then thoroughly dry each part.

Wiping off wok's
heat control

Frame 28

Replace all the parts of the appliance and then store. Each appliance should have a particular storage place that is easy and quick to get to.

Replacing parts of
wok

Frame 29

When cleaning a nonsubmersible appliance, first remove and wash all submersible parts.

Washing mixing bowls,
beaters and turntables
from stand mixer

Frame 30

Scour the interior of the appliance according to manufacturer's directions. Sudsy water can usually be poured into the appliance for easier cleaning, even though the appliance cannot be set down into water.

Cleaning interior
of crock pot

Frame 31

Clean any hard-to-reach areas with a small brush or pipe cleaner.

Using pipe cleaner
on stand mixer

Frame 32

The exterior of a nonsubmersible appliance is usually wiped clean with a damp cloth. This is done after each use to prevent build-up of food particles which invite bacteria.

Wiping off stand
mixer

Frame 33

Then dry, assemble, and store the appliance. It will be ready to use as soon as it is needed.

Cleaned and assembled
stand mixer

Student Self-Check
SMALL APPLIANCE WORD SEARCH

S	U	B	M	E	R	S	I	B	L	E	A	B	C	I	J	M
D	E	S	F	D	E	C	I	V	R	E	S	G	H	K	L	N
R	C	R	E	A	M	O	F	T	A	R	T	A	R	O	P	Q
S	Y	W	Z	A	A	C	E	G	H	I	J	B	K	L	M	N
T	U	X	Y	B	N	D	F	B	E	F	O	R	E	O	P	Q
R	R	S	T	U	O	D	V	W	X	Y	Z	A	A	B	C	D
M	I	L	K	J	N	I	C	E	F	G	H	S	F	L	M	N
N	A	O	P	Q	S	V	X	A	A	D	C	I	J	G	O	P
R	P	S	T	U	U	W	Y	Z	R	B	E	V	I	K	H	Q
R	E	S	T	U	B	V	O	W	X	E	Y	E	Z	A	D	E
C	R	Y	W	U	M	S	R	F	N	M	M	S	F	B	G	H
B	A	Z	X	V	E	T	Q	P	F	O	L	A	K	C	J	I
D	E	F	C	H	R	O	M	E	G	O	O	D	N	L	U	C
U	L	D	O	O	S	G	K	C	U	L	D	O	O	U	G	K
C	K	G	O	O	I	D	L	U	C	K	A	B	C	D	A	E
H	I	J	K	L	B	S	D	E	N	A	E	L	C	F	G	L
M	N	O	P	Q	L	R	T	U	V	W	X	Y	Z	A	G	H
C	E	D	F	T	E	M	P	E	R	A	T	U	R	E	B	I

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

Directions: Complete the following statements with the correct word or words.

1. Before using a small appliance, you should _____.
2. Plug the detachable cord into the appliance _____ plugging it into the electrical outlet.
3. The appliance should be turned _____ when plugging it into an electrical outlet.
4. Electrical cords should be kept in good _____.
5. An appliance that can be immersed in water is a _____ appliance.
6. An appliance that is not immersible is a _____ appliance.
7. An appliance should be cleaned _____.
8. A heated appliance should be _____ and _____ after it is used.
9. If you receive an electrical shock, from a small appliance, you should _____.
10. Dropping or banging a cord with a temperature control may damage it and cause it to _____.

Directions: Complete the following statements with the correct word or words.

1. Before using a small appliance, you should read the use-and-care manual.
2. Plug the detachable cord into the appliance before plugging it into the electrical outlet.
3. The appliance should be turned off when plugging it into an electrical outlet.
4. Electrical cords should be kept in good repair.
5. An appliance that can be immersed in water is a submersible appliance.
6. An appliance that is not immersible is a nonsubmersible appliance.
7. An appliance should be cleaned after every use.
8. A heated appliance should be unplugged and allowed to cool after it is used.
9. If you receive an electrical shock from a small appliance, you should unplug it and have it serviced before using it again.
10. Dropping or banging a cord with a temperature control may damage it and cause it to not heat up to the correct temperature.

Evaluator's Final Checklist

USING AND CARING FOR SMALL APPLIANCES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When cleaning a small appliance, the student:

- a. Observed the proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Obtained and used the use-and-care manual () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Cleaned the area after food preparation () () ()

The small appliance cleaned by the student was:

- a. Free of baked-on food on the exterior and interior. () () ()
- b. Free of food particles on the exterior and interior. () () ()
- c. Free of stains on the exterior and interior () () ()
- d. Free of discolorations on the exterior and interior. () () ()
- e. Free of water deposits on the exterior and interior () () ()
- f. Free of water spots on the exterior and interior. () () ()
- g. Not damaged in the temperature control and heating element from improper cleaning () () ()

FOOD PRESERVATION

CONTENTS OF MODULE

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Student Self-Checks

CANNING	12	10
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Evaluator's Final Checklist

FOOD PRESERVATION	19	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-21-1, "Canning".	11
Slide-tape presentation, F-21-2, "Freezing Fruits and Vegetables"	15

RECOMMENDED REFERENCES

Topic: Food Preservation	2
Medved, The World of Food, 1977 and 1981 editions.	
Kowtaluk and Kopan, <u>Food For Today</u> , 1977 edition.	

Student Information
STUDY GUIDE ABOUT FOOD PRESERVATION

Directions: Research the following questions using the references suggested by your instructor. Write your answers on a separate sheet of paper. Check your answers against those provided by your instructor.

1. When are fresh vegetables and fruits generally best preserved?
 - when they are plentiful
 - when they are at their peak of quality
(crisp, tender, young vegetables and mature, ripe fruits)
 - when they are low in price
 - when they are free of decay, spoilage, and bruises
2. When you prepare vegetables and fruits for preservation, practice cleanliness.
3. Why should fresh fruits and vegetables be frozen as quickly as possible after being packed into the freezer containers?
 - To avoid the formation of large ice crystals which damages the texture causing the food to be mushy when thawed.
4. Why should foods to be frozen be packaged in moisture-vapor-proof packaging?
 - Moisture-vapor-proof packaging prevents foods from drying out.
 - Moisture-vapor-proof packaging prevents the loss of nutrients, flavor, and texture.
5. What foods do not freeze well?
 - tomatoes
 - crisp foods (green onions, salad greens, celery, radishes)
 - citrus fruits
6. Enzyme action in foods can be stopped or slowed down by:
 - adding sugar
 - adding sugar syrup
 - adding ascorbic acid on fruits
 - slightly precooking or blanching
 - freezing
7. List four signs of food spoilage in canned foods.
 - a change in color
 - a change in odor
 - a change in texture
 - a change in flavor
8. Why should fresh fruits and vegetables be preserved as quickly as possible after being gathered?
 - To preserve the flavor
 - To preserve the texture
9. Name two methods of packing foods to be canned into containers.
 - hot pack
 - cold or raw pack

10. Name three methods of packing food into container for freezing.
 - dry pack
 - sugar pack
 - syrup pack
11. How can you avoid canned food spoilage?
 - Observe strict cleanliness.
 - Follow the directions carefully.
 - Work quickly to preserve the quality of the foods.
 - Count the processing time accurately.
12. The pressure cooker is necessary for processing (low acid or high acid) foods which require a high temperature to destroy microorganisms.

F-21-1, CANNING

SCRIPT

Frame 1

"Canning"

Frame 2

Canning is a popular method for preserving food. Most fruits, vegetables, and meats can be successfully canned. In the process of canning, the food is sterilized and then sealed air-tight in a canning jar.

Frame 3

One of the most important keys to successful canning is the selection of sound, firm, ripe, fresh food. Over-mature and bruised foods can cause early spoilage in the jars. Vegetables should be young and tender. Fruits and tomatoes should be well-ripened, but still firm. It is better to can the produce as soon after picking as possible.

Frame 4

There are two basic methods of canning. Each method requires using a different type of canner. The water-bath canner looks like a huge kettle with a basket and lid. It is used to process high acid foods, such as fruits, tomatoes, and pickles, which can be safely processed at the boiling temperature. The pressure canner is used to process all vegetables, except tomatoes and sauerkraut, and meats. By locking and sealing the canner lid, then placing the canner over heat, pressure builds up inside the canner and the temperature rises above the boiling point.

Frame 5

It is important to use jars and lids that are specifically manufactured for home canning. Canning jars are available in different sizes. There are several types of lids available, but the most popular is the combination lid and band. Be sure to check the jars and caps before using them. Do not use any jars that are chipped, cracked, or otherwise defective.

SLIDE CONTENT

Title Slide

Display of canned
and fresh food

Close-up of fresh
food

Display of pressure
and water-bath
canners

Canning jars and
caps

SCRIPT

Frame 6

Read the canning instructions and recipes carefully to be sure you have chosen the correct canning method for that food. Be sure to double-check the processing time. Even if you carefully selected and prepared the food, if it is not processed long enough, it will spoil.

Frame 7

Depending upon what is being canned and what method is used, the amount and type of equipment will differ. A wide-mouth funnel is often helpful in getting the food into jars. Jar lifters are used to lift hot jars. A kettle, colander, spoons, and measuring utensils are often used to prepare the food before putting it in the jar.

Frame 8

The jars should be washed in hot, soapy water and rinsed thoroughly.

Frame 9

Place the lids in a pan and pour boiling water over them. Let them sit in the water until they are ready for use. Avoid boiling the lids. The screw bands must be clean and in good condition, but do not require scalding.

Frame 10

To prepare the food for the jars, it should first be washed. Handle ripe tomatoes gently to prevent bruising.

Frame 11

Before peeling tomatoes, place them in boiling water just long enough to split the skins. This usually takes one minute or less.

Frame 12

Plunge the tomatoes into cold water so that the peel can be easily removed. Then core and quarter tomatoes.

SLIDE CONTENT

Canning instruction
chart

Display of additional
equipment

Washing jars

Pouring boiling
water on lids in
pan

Washing tomatoes

Lowering basket
of tomatoes
into boiling water

Peeling, coring and
quartering the tomatoes.

SCRIPT

Frame 13

Firmly pack the tomatoes in the jars, leaving 1.3 cm or 1/2 inch headroom. Do not add any liquid. There should be enough natural juice to cover the tomatoes.

Frame 14

Remove air bubbles from the food with a spatula.

Frame 15

Add 2.5 ml or 1/2 teaspoon of canning salt to each pint of tomatoes and 5 ml or 1 teaspoon to each quart. Use only canning or pickling salt, since table salt often leaves sediment in the bottom of the jar.

Frame 16

Wipe the tops of the jars with a clean, damp cloth. This will remove any particles that could prevent a seal.

Frame 17

Place the lid on the jar with the sealing compound next to the glass. Screw the band on firmly, using the full strength of your hand.

Frame 18

The water-bath canner should be put on the range and the water brought to a boil while the food is being prepared. The water should be in a full boil before the jars are placed in it.

Frame 19

Prepare only enough jars at one time to fill the canner. Position the jars in the rack and lower them into the water-bath canner. The water level should be at least 2.5 cm or 1 inch over the tops of the jars. There should be enough water for good circulation.

Frame 20

Start the processing time as soon as the water reaches a rolling boil. Keep the water boiling during the entire processing period.

SLIDE CONTENT

Tomatoes packed into jar.

Removing air bubbles

Adding salt to tomatoes

Wiping tops of jars

Placing lid and band on jar

Boiling water in canner

Lowering jars into water-bath canner

Covered canner on range

SCRIPT

SLIDE CONTENT

Frame 21

After the processing is complete, place the jars upright on a rack or folded cloth. Allow about 7.5 cm or 3 inches between jars for air circulation. Do not set the jars in a draft or on a cold, wet surface. Also, do not cover the jars. Check the manufacturer's instructions for lids to see if any adjustments are necessary. Allow the jars to cool.

Jars cooling on
towel

Frame 22

When the jars have completely cooled, test for a seal. There are three ways to test the seal. One method is to tap the lid with a spoon. A clear ring means that the lid sealed. An unsealed jar gives a hollow or empty sound. Another way to check the seal is to press down on the center of the lid. If the lid will not move, the jar is sealed. A third method is just to look at the lid and see if the center of the lid is curved down. To be safe, combine this method with the other two. If the jar is not sealed, reprocess the food for the entire processing time.

Testing the seal

Frame 23

Before storing the sealed jars, remove the screw bands, wash the jars in hot, soapy water; then rinse and dry them. Label the jars with the contents and date and store them in a cool, dry place. The screw bands can be washed and used again.

Washing sealed jars

Frame 24

All meats and vegetables, except tomatoes and sauerkraut, are low acid foods and should be processed in a pressure canner. Because there are various types of pressure canners, carefully read the instructions for the type you are using.

Close-up of pressure
canner; fresh and
canned green beans

Frame 25

Prepare the jars and food according to the instruction manual that comes with the canner. Some vegetables are packed into the jars without first being cooked. This is called raw pack. Other vegetables are cooked for a short time before being packed and this is called hot pack. With some foods, either method is acceptable.

Jars ready for
canner

SCRIPT

Frame 26

Set the canner on the range at a high setting and place the rack in the bottom. Add boiling water to a depth of 2.5 cm or 1 inch for small canners and 5.0 cm or 2 inches for large canners.

Frame 27

Place the filled jars on the rack in the canner. Do not overload the canner. Check the instructions for maximum capacity. Most canners will process seven quart jars at one time.

Frame 28

Follow the manufacturer's instructions for securely fastening the cover onto the canner. It is important that the cover be securely locked down.

Frame 29

Exhaust the canner by allowing steam to escape freely from the steam vent for 7 to 10 minutes. Then close the petcock or steam vent to let the pressure begin building inside the canner.

Frame 30

When the required amount of pressure is shown on the gauge, start counting the processing time. Adjust the heat to keep the pressure steady.

Frame 31

When the processing time is completed, carefully remove the canner from the heat. Make no attempt to lower the pressure. Let the canner stand until the pressure gauge reads zero.

Frame 32

Open the petcock gradually. If no steam escapes, the pressure is down.

Frame 33

Unlock and remove the cover by lifting it away from you.

SLIDE CONTENT

Adding boiling water
to canner

Placing jars in
canner

Placing cover on
canner

Closing the petcock

Gauge at 10# pres-
sure

Allowing canner to
cool

Opening the petcock

Removing cover from
canner

SCRIPT

Frame 34

Lift the jars onto a rack or towel to cool. A jar lifter is a handy piece of equipment for moving hot jars. After the jars have cooled, test the seals. Wash and label each jar before storing.

Frame 35

As a safety precaution, boil all home canned meats and low acid vegetables in an open vessel 10 to 15 minutes before tasting or using. If canning is done with the right equipment and by following the manufacturer's instructions, it is a safe and efficient method for preserving food.

Frame 36

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

SLIDE CONTENT

Lifting jars onto
towel to cool

Close-up of canned
tomatoes and green
beans

The End

F-21-2, FREEZING FRUITS AND VEGETABLES

SCRIPT

Frame 1

"Freezing Fruits and Vegetables"

Frame 2

Freezing is a convenient way to store fruits and vegetables for up to a year. It is one of the least time-consuming methods of food preservation. Frozen foods retain their natural color, fresh flavor, and nutritive value as well as or better than those preserved by any other method.

Frame 3

To freeze fruits or vegetables, begin by finding a recipe or freezing reference. A freezing chart is often found in basic cookbooks. One is also included when you purchase freezer containers or bags.

Frame 4

Select fruits and vegetables for freezing that are firm, sound, uniform, and sun-ripened. The best stage to freeze is the stage when the fruit or vegetable would best be eaten fresh. Freeze the food as soon as possible after it is picked or purchased.

Frame 5

One of the important steps in freezing is selecting a container that will protect the food during storage. The best rule is to only use containers that were specifically made for freezing, such as freezer bags or plastic cartons. Canning jars are also acceptable containers for freezing if the manufacturer's directions are followed carefully.

Frame 6

Next, assemble all of the necessary ingredients and equipment. The type of equipment will vary, depending upon the type of fruit and the packing method used.

SLIDE CONTENT

Title slide

Frozen foods stored
in freezer

Close-up of
freezing chart

Close-up of fresh
fruits and vegetables

Display of various
freezer containers

Assembled ingredients
and equipment for
freezing fruit

SCRIPT

Frame 7

Wash the fruit in cold water, always handling it gently. Let it drain. Do not allow fruits, such as strawberries, to stand in water because they will lose their firmness.

Frame 8

After the fruit has drained, remove the stems from berries; the pits from cherries, plums, apricots, peaches and prunes; and the peel from apples, peaches and pears.

Frame 9

If you wish, cut the fruit into pieces. Peaches and apples can be sliced or cut into halves or quarters. Strawberries can be sliced or crushed.

Frame 10

Some fruits, such as apples, apricots, peaches and pears, tend to discolor after peeling. There are two ways to prevent discoloration. The fruit can be placed in cold water and lemon juice, mixing 50 ml or 3 tablespoons of lemon juice to 4 liters or 1 gallon of water...

Frame 11

or the fruit can be treated with an ascorbic acid solution. Ascorbic acid, which is Vitamin C, can usually be purchased wherever freezing supplies are sold. Follow the manufacturer's directions for mixing and using the ascorbic acid. Do not allow the fruit to stand in the solution any longer than necessary.

Frame 12

There are several methods of packing the fruit. The fruit may be packed either dry or with a liquid. It may also be packed unsweetened or with sugar or a syrup.

Frame 13

The syrup pack consists of packing fruit with a syrup made of water and sugar. It is the best method for foods that discolor quickly. To make the syrup, mix the sugar and water and boil until the sugar is dissolved. Use a recipe to determine

SLIDE CONTENT

Washing fruit

Removing stems from
strawberries

Slicing apples

Apple slices in
lemon juice and
water

Apple slices in
ascorbic acid
solution

Art work--list of
possible methods
of packing fruit

Preparing sugar and
water syrup

SCRIPT

SLIDE CONTENT

the amount of sugar and water to use. Make the syrup well in advance and refrigerate it so that it will be cold before use. Ascorbic acid may be added to the syrup if you wish.

Frame 14

Drain the fruit from the lemon juice or ascorbic acid bath. Pack it into a freezer container to within 2.5 cm or 1 inch of the top. Pour the syrup over the fruit until the fruit is covered completely.

Pouring syrup over
fruit in container

Frame 15

If the fruit tends to rise above the syrup, place a small piece of crumbled waxed paper on top of the fruit. Leave the paper in the container to help keep the fruit from floating up while it freezes.

Placing crumbled
waxed paper over
fruit

Frame 16

Seal the container according to the manufacturer's instructions.

Sealing container

Frame 17

Label the contents and date on the freezer container.

Labeling container

Frame 18

Place the containers in the coldest part of the freezer. Spread them out so the food will freeze faster.

Placing containers
in freezer

Frame 19

An unsweetened wet pack can be used in place of the syrup pack. Either crush the fruit in the container with a fork to produce enough juice to cover the fruit...

Crushing strawberries
in container

Frame 20

or cover the fruit with an ascorbic acid solution. Remember to check the instructions that come with the freezer containers to see if you need to leave a headspace. Most containers require a 2.5 cm or 1 inch space at the top. Seal and freeze the fruit the same as with a syrup pack.

Covering fruit with
ascorbic acid
solution

SCRIPT

Frame 21

Fruit can also be dry packed, with or without sugar. To dry sugar pack, place the fruit on a shallow tray and sprinkle sugar over it. Ascorbic acid may also be added. Mix the fruit gently until some juice has been drawn out and the sugar has dissolved.

Frame 22

Fill the freezer container and shake it to pack the fruit closely. Leave 1.3 cm or 1/2 inch headroom for pint containers and 1.8 cm or 3/4 inch headroom for quarts.

Frame 23

For an unsweetened dry pack, place the drained fruit immediately in the freezer container. Shake the container to pack the fruit closely. When using freezer bags, it is not necessary to leave room at the top of the bag. Twist the bag and wrap a twist tie around it. It is ready for the freezer.

Frame 24

Another way to make an unsweetened dry pack is to lay the fruit out in a single layer on a sheet or tray and freeze it until it is solid.

Frame 25

After the fruit is frozen solid, pack it into a freezer container. Shake the container to pack the fruit closely. Leave a headspace if necessary. Whatever method you use to pack the fruit, seal the container according to the manufacturer's directions, label the container, then freeze.

Frame 26

When freezing vegetables, refer to a recipe or instruction chart to assemble all of the necessary ingredients and equipment.

SLIDE CONTENT

Dry sugar packing

Packing strawberries
into container

Packing strawberries
into freezer bags

Freezing fruit in a
single layer on a
sheet or tray

Placing frozen straw-
berries in con-
tainer

Assembled ingredients
and equipment for
freezing vege-
tables

SCRIPT

Frame 27

Wash, rinse, and drain the vegetables on paper toweling. Some vegetables should be soaked 15 minutes in salt water to remove any hidden insects. Then rinse them thoroughly.

Frame 28

Some vegetables require preparation such as trimming, peeling, shelling, or slicing. Carrots should be peeled and sliced or diced.

Frame 29

All vegetables, except bell peppers, must be blanched before freezing to stop enzyme reactions. Place the vegetables in a basket or blancher and submerge them into boiling water. Cover and time the blanching. Carrots require a 3-minute blanching period. Freezing charts give the blanching time required for each vegetable.

Frame 30

Shake the basket several times during the blanching process to allow an even penetration of heat.

Frame 31

When the blanching time is up, place the vegetables at once in ice water or under cold running water until the vegetables are cool in the center. Then drain them.

Frame 32

Some vegetables require steam blanching instead of being submerged in boiling water. Place the vegetables in a wire basket over boiling water. The water should not touch the vegetables. The steam from the water will blanch the vegetables. Cover the vegetables and start timing when the steam starts to escape from under the lid. Broccoli is steam blanched for 5 minutes.

Frame 33

Shake the wire basket several times during the steaming time for even steam penetration.

SLIDE CONTENT

Draining carrots and
soaking broccoli
in salt water

Peeling and slicing
carrots

Placing carrots in
basket and lower-
ing into boiling
water

Shaking the basket

Running cold water
over carrots

Steam blanching
broccoli

Shaking the basket

SCRIPT

Frame 34

After the blanching time is up, immerse the vegetables in cold water until the centers of the vegetables are cool.

Frame 35

After cooling, drain the vegetables on paper toweling.

Frame 36

Pack the vegetables into freezer containers, following the manufacturer's directions for leaving headroom.

Frame 37

Some vegetables, such as pumpkins, squash, and sweet potatoes, are first cooked until done. Then they are cooled thoroughly and packed for the freezer.

Frame 38

No matter what you are freezing, be sure to seal the containers securely. Also remember to label the containers with the contents and freezing date.

Frame 39

Place the vegetables in the coldest part of the freezer. Spread them out for faster freezing. Fruits and vegetables are stored best at temperatures at or below -180°C or 0°F . Successful freezing depends upon using quality fruits and vegetables, using proper equipment, and following instructions for preparation and packing. Freezing is a fast and efficient way to preserve food. Remember that frozen foods should be used within a year.

Frame 40

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

SLIDE CONTENT

Broccoli cooling in cold water

Draining vegetables

Packing carrots into container

Packing pumpkin for freezer

Sealing and labeling containers

Placing vegetables in freezer

The End

CANNING (Pressure Canner)			
Food	How to Prepare	Processing time (minutes) in pressure-canner at 10 lbs. pressure	
		Pints	Quarts
* For all vegetables listed here, add at this point 1.3 cm (1/2 tsp.) salt to pints and 5 ml (1 tsp.) to quarts.			
ASPARAGUS	Wash, trim off tough ends, and cut into 1-inch pieces. Cover with boiling water and boil 2 or 3 minutes. Pack loosely in jars, leaving 1.3 cm (1/2 inch) head space. Cover with boiling-hot cooking liquid.* Process for . .	25	30
BEANS, LIMA	Shell, cover with boiling water, and bring to boil. Pack loosely, leaving 2.5 cm (1 inch) head space. Cover with boiling water. Process for	40	50
BEANS, SNAP	Wash, trim ends, and cut into 2.5 cm (1 inch) pieces. Cover with boiling water and boil for 5 minutes. Pack loosely, leaving 1/2 inch head space. Cover with boiling-hot cooking liquid. Process for . . .	20	25
CARROTS	Wash and scrape; slice or dice. Cover with boiling water and bring to boil. Pack in jars, leaving 1.3 cm (1/2 inch) head space. Cover with boiling-hot cooking liquid. Process for	25	30
CORN	Husk, remove silk, and wash. Cut from cob at about 2/3 the depth of kernel. To each liter (qt.) of corn add 500 ml (1 pt.) boiling water. Heat to boiling. Pack in jars, leaving 2.5 cm (1 inch) head space. Cover with boiling-hot cooking liquid. Process for . . .	55	85
PEAS, FRESH GREEN	Shell and wash. Cover with boiling water and bring to boil. Pack loosely, leaving 2.5 cm (1 inch) head space. Cover with boiling water. Process for	40	40

CANNING (Pressure canner)		
Food	How to Prepare	Processing time (minutes) in pressure-canner at 10 lbs. pressure
		Pints Quarts
SPINACH AND OTHER GREENS	Wash thoroughly and cut out tough stems and midribs. Put about 1135 g (2 1/2 lb.) in a cheese-cloth bag and steam for about 10 minutes. Pack loosely, leaving 1/2 inch head space. Cover with boiling water. Process for	70 90
SQUASH, SUMMER	Wash and trim ends. Cut into 1.3 cm (1/2 inch) slices. Add water to cover and bring to boil. Pack loosely, leaving 1/2 inch head space. Cover with boiling-hot cooking liquid. Process for	30 40
SWEET POTATOES	Wash; then boil or steam until skins slip easily (about 20 min.). Skin and cut in pieces. Pack in jars, leaving 2.5 cm (1 inch) head space. Cover with boiling water or medium syrup. Process for	55 90

PEACHES

SELECT ripe firm peaches, remove peel and pits. If peeled fruit is to stand several minutes before packing, drop it into a mild salt solution to prevent discoloration. Drain.

RAW PACK: Pack, halves or slices into jars to within 1.3 cm (1/2 inch) of top. Fill to within 3.8 cm (1 1/2 inches) of top of jar with boiling syrup. Put on cap, screw band firmly tight.

HOT PACK: Boil for 3 minutes in medium syrup. Pack into jars to within 1.3 cm (1/2 inch) of top. Fill to within 3.8 cm (1 1/2 inches) of top of jar with boiling syrup. Put on cap, screw band firmly tight.

Process: Pints 20 minutes
Quarts 25 minutes
Boiling Water Bath

PEARS

REMOVE peel, core and cut into halves or quarters. If peeled fruit is to stand several minutes before precooking, drop into mild salt solution to prevent discoloration. Drain.

RAW PACK: If pears are ripe enough to be quite soft, they may be packed raw to within 1.3 cm (1/2 inch) of top of jar. Fill to within 3.8 cm (1 1/2 inches) of top of jar with boiling syrup. Put on cap, screw band firmly tight.

HOT PACK: Boil 3 to 5 minutes in thin or medium syrup. Pack into jars to within 1.3 cm (1/2 inch) of top. If desired, add 5 ml (1 tsp.) lemon juice to each quart. Fill to within 1.3 cm (1/2 inch) of top of jar with boiling syrup. Put on cap, screw band firmly tight.

Process: Pints 25 minutes
Quarts 30 minutes
Boiling Water Bath

GRAPE JUICE

REMOVE from stems and wash sound ripe grapes. Cover them with water and heat slowly to simmering. Do not boil. Cook slowly until the fruit is very soft, then strain through a bag and add 125 ml (1/2 cup) of sugar to each quart of the juice. Pour into sterilized Kerr jars to within 1.3 cm (1/2 inch) of top of jar. Put on cap, screw band firmly tight. Process 10 minutes in Boiling Water Bath.

If only enough water is added to start the grapes to cooking and the sugar omitted from this recipe, the juice may be used to make grape jelly when jars are opened.

CANNING

Boiling Water Bath

Kind of food	How to prepare	Time to process in boiling-water bath at 212°F.	
		Pints minutes	Quarts minutes
APPLES	Pare, core, cut in pieces. To keep from darkening, dip in a gallon of water containing 30 ml (2 Tbsp.) of salt and 30 ml (2 Tbsp.) of vinegar. Steam or boil in thin syrup or water 5 minutes. Pack hot; cover with hot liquid. Adjust lids. Process for .	15	20
	Or make applesauce, sweetened or unsweetened. Pack hot. Adjust lids. Process for	10	10
APRICOTS	Same as peaches.		
BEETS, PICKLED	Cook beets until tender in water to cover. Remove skins; slice. Pack hot. Cover with boiling liquid, 500 ml (2 cups) vinegar to 500 ml (2 cups) sugar. Add 5 ml (1 tsp.) salt to each 1 liter (quart) jar. Adjust lids. Process for	30	30
BERRIES (except Strawberries)	Drain well after washing. For firm berries, add 125 ml (1/2 cup) sugar to each quart fruit, cover pan, bring to boil, and shake pan to keep them from sticking. Pack hot; cover with hot liquid. Adjust lids. Process for	10	15
	For red raspberries and other soft berries, fill jars with raw fruit and shake down for a full pack. Cover with boiling syrup made with juice. Adjust lids. Process for	10	15
CHERRIES	For pitted cherries, follow directions for firm berries. For cherries with pits, follow directions for firm berries but add a little water to prevent sticking. Adjust lids. Process for	10	15

CANNING

Boiling Water Bath

Kind of food	How to prepare	Time to process in boiling-water bath at 212°F.	
		Pints minutes	Quarts minutes
PEACHES	For easy peeling, put peaches in wire basket or cheesecloth and dip for a minute or two in boiling water, then quickly into cold. Slip off skins; take out pits. Slice or cut in halves. To keep from darkening, dip in a gallon of water containing 30 ml (2 Tbsp.) of salt and vinegar; drain. If fruit is juicy, add 125 ml (1/2 cup) sugar to each quart of raw fruit. Heat to boiling. For less juicy fruit, drop into thin to medium syrup, boiling hot, and just heat through. Pack hot; cover with boiling liquid. Adjust lids. Process for	20	25
PEARS	Peel, cut in halves, core. Same as less juicy peaches.		
PIMIENTOS, RIPE	Place in hot oven for 6 to 8 minutes. Dip into cold water. Remove skins, stems, and seed cores. Pack and add 1.3 cm (1/2 tsp.) of salt to each pint. Do not add liquid. Adjust lids. Process for	40	
PLUMS, PRUNES	To can whole, prick skin. Or cut in half. Heat to boiling in juice, or in thin to medium syrup. Pack hot; cover with boiling liquid. Adjust lids. Process for	20	25
RHUBARB	Cut into 1.3 cm (1/2 inch) lengths. Add 125 ml (1/2 cup) sugar to each quart rhubarb and let stand to draw out juice. Bring to boil. Pack hot; cover with hot juice. Adjust lids. Process for	10	10
SAUERKRAUT	Heat well-fermented sauerkraut to simmering--do not boil. Pack into jars; cover with hot juice. Adjust lids. Process for	15	20

CANNING
Boiling Water Bath

Kind of food	How to prepare	Time to process in boiling-water bath at 212°F.	
		Pints minutes	Quarts minutes
STRAWBERRIES	Stem berries and add 125 ml (1/2 cup) sugar to each quart of fruit. Bring slowly to boil. Remove from stove. Let stand overnight. Bring quickly to boil. Pack hot; cover with hot juice. Adjust lids. Process for	15	15
TOMATOES	Use only perfect, ripe tomatoes. Scald, remove stem ends, peel, and quarter. Bring to rolling boil; stir as tomatoes heat. Pack hot; add 5 ml (1 tsp.) salt to each liter (quart). Adjust lids. Process for	10	10
TOMATO JUICE	Use soft but perfect tomatoes. Remove stem ends, cut into pieces. Simmer until softened. Put through a fine sieve. Add 5 ml (1 tsp.) salt to each quart. Reheat at once just to boiling. Fill into hot jars or bottles at once. Leave .6 cm (1/4 inch) head space in jars, 1.3 cm (1/2 inch) in bottles. Adjust lids. Process for	10	10
FRUIT JUICES	Berries, red cherries, plums, or blends of these--remove pits; crush the fruit. Heat to simmering. Strain through a cloth bag. Add sugar if desired--about 125-250 ml (1/2 to 1 cup) sugar to 4 liters (1 gallon) of juice. Heat again to simmering. Fill into hot jars or bottles. Leave .6 mm (1/4 inch) head space in jars, 1.3 cm (1/2 inch) in bottles. Adjust lids. Process for	5	5
FRUIT PUREES	Use soft but sound fruit. Put cooked fruit through a fine sieve. Proceed as for fruit juices. Adjust lids. Process for	10	10

FREEZING

Module F-21

VEGETABLES	PREPARATION	BLANCH	TYPE OF PACK
ASPARAGUS	Wash, cut in desired length.	2 to 4 Min.	Without liquid.
BEANS, Lima	Shell, wash, sort.	2 to 3 Min.	Without liquid.
BEANS, Green or Wax	Wash, cut in pieces or leave whole.	3 to 4 Min.	Without liquid.
BROCCOLI	Wash, trim, split lengthwise, 1 inch thick.	3 to 5 Min.	Without liquid.
BRUSSELS SPROUTS	Cut off old leaves, leave whole.	4 Min.	Without liquid.
CARROTS	Wash, peel. Cut in slices or dice.	3 Min.	Without liquid.
CORN, Whole Grain	Husk, trim. Wash. Blanch, cut from cob.	5 to 7 Min.	Without liquid.
GREENS, All Kinds	Should never be steamed. Blanch in water.	2 to 3 Min.	Without liquid.
PEAS, All Kinds	Shell, sort, wash.	1 to 2 Min.	Without liquid.
PEPPERS, Red or Green Bell	Wash. Remove stem and seed. Chop or cut in halves or strips.	_____	Without liquid.

FRUITS	PREPARATION	TYPE OF PACK
APPLES	Peel, core, slice. Put in solution to prevent darkening. Drain and blanch 2 minutes in boiling water or slice directly into chilled syrup.	40% Syrup.
APRICOTS	Wash, cut in halves, pit.	40 or 50% Syrup.
BERRIES, except STRAWBERRIES	Wash, drain well.	30 or 40% Syrup, or in dry sugar, or pack without sugar.
CHERRIES, Sour	Wash, drain and pit. Cut in halves.	50 or 60% Syrup or dry sugar.
CHERRIES, Sweet	Wash, drain, pit or leave whole.	30 or 40% Syrup.
CRANBERRIES	Wash, drain.	50 or 60% Syrup, or in dry sugar, or pack without sugar.
FIGS	Wash, remove stems, leave whole, halve, or slice.	30 or 40% Syrup.
PEACHES NECTARINES	Wash, peel, pit. Cut in sections or slices. Put in solution to prevent darkening.	30 or 40% Syrup, or dry sugar with ascorbic acid.
PINEAPPLE	Slice then peel. Remove eyes then core. Dice or leave in slices.	40 or 50% Syrup.
PLUMS and PRUNES	Wash, halve and pit.	40 or 50% Syrup or dry sugar.
RHUBARB	Wash, trim, cut in 1 inch pieces.	50 or 60% Syrup.
STRAWBERRIES	Wash, hull, slice or leave whole.	40 or 50% Syrup or dry sugar.
TOMATOES	Wash, core and peel. Cut into pieces or freeze whole	_____ Without liquid.
TOMATOES, Stewed	Plain or add peppers, celery, onion.	Cook 5-10 Min. With liquid.

SYRUP

MAKE syrup according to sweetness desired. Boil sugar and water together until sugar is dissolved. Juice of the fruit may be used in place of water. Keep syrup hot but do not let it boil down.

	Sugar	Water	Used for
Thin	250 ml (1 cup)	750 ml (3 cups)	Small, soft fruits
Medium	250 ml (1 cup)	500 ml (2 cups)	Peaches, apples, pears, sour berries
Heavy	250 ml (1 cup)	250 ml (1 cup)	All sour fruits or those to be extra sweet

Syrup should be boiling when poured over fruits.

APPLES

SELECT uniform apples. Wash, pare and core. Cut into desired size. If peeled fruit is to stand several minutes before precooking, drop it into mild salt solution to prevent discoloration. Drain. Boil 3 to 5 minutes in a medium syrup. Pack into jars to within 1.3 cm (1/2 inch) of top. Fill to within 1.3 cm (1/2 inch) of top of jar with boiling syrup. Put on cap, screw band firmly tight.

Process: Pints 20 minutes
Quarts 25 minutes
Boiling Water Bath

APPLE SAUCE

20 large apples 1 L (4 cups) water 875 ml (2 1/2 cups) sugar

WASH apples. Quarter, core and remove all bruised or decayed parts. If peeled fruit is to stand several minutes before cooking, drop into mild salt solution to prevent discoloration. Drain. Add water and cook until soft. Press through sieve or colander to remove skins. Add sugar and bring to boil. Pack while BOILING HOT into jars to within 1.3 cm (1/2 inch) of top. Put on cap, screw band firmly tight. Yield: about 4 pints.

Process: Pints 25 minutes
Quarts 25 minutes
Boiling Water Bath

BERRIES

BLACKBERRIES, BLUEBERRIES, BOYSENBERRIES, GOOSEBERRIES, HUCKLEBERRIES, LOGANBERRIES. (All berries except cranberries and strawberries.) Wash berries and pick over carefully. Pack into jars to within 1.3 cm (1/2 inch) of top. Fill to within 3.8 cm (1 1/2 inches) of top of jar with boiling syrup. Put on cap, screw band jar with boiling syrup. Put on cap, screw band firmly tight.

Process: Pints 15 minutes
Quarts 20 minutes
Boiling Water Bath

CHERRIES, all varieties

WASH stem, pit if desired. Pack into jars to within 1.3 cm (1/2 inch) of top. Fill to within 3.8 cm (1 1/2 inches) of top of jar with boiling syrup, depending on sweetness of the cherries. Put on cap, screw band firmly tight.

Process: Pints 20 minutes
Quarts 20 minutes
Boiling Water Bath

GRAPES

REMOVE stems. Wash grapes. Pack tightly into jars without crushing, to within 1.3 cm (1/2 inch) of top. Fill to within 3.8 cm (1 1/2 inches) of top of jar with boiling syrup. Put on cap, screw band firmly tight.

Process: Pints 20 minutes
Quarts 20 minutes
Boiling Water Bath

Evaluator's Final Checklist

FOOD PRESERVATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	-------------------

When canning and/or freezing fruits, vegetables, and/or fruit juices, the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Obtained suitable recipes () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedures outlined in recipes () () ()
- f. Cleaned area after food preparation () () ()

(1) The written plan for food preservation planned by the student:

- a. Included a time schedule () () ()
- b. Included a list and the amounts of necessary supplies () () ()
- c. Included a list and amounts of necessary equipment () () ()
- d. Included the amount of help needed () () ()

(2) The fruits and vegetables gathered by the student were:

- a. Young, tender and not overly mature () () ()
- b. Not damaged due to careless handling () () ()
- c. Not left in containers long enough to cause internal heat build-up and deterioration () () ()

(3) The fruit juice canned by the student:

- a. Was clear and bright in color () () ()
- b. Was tightly sealed () () ()
- c. Had the proper amount of headroom () () ()
- d. Had jars labeled () () ()

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

(4) The fruit canned by the student:

- a. Was bright in color () () ()
- b. Was solid and not mushy () () ()
- c. Had a clear liquid () () ()
- d. Had the amount of headroom specified in the canning
reference () () ()
- e. Was tightly sealed () () ()
- f. Had jars labeled () () ()

(5) The vegetables canned by the student:

- a. Were not overcooked and mushy () () ()
- b. Were bright in color () () ()
- c. Were tightly sealed () () ()
- d. Had the headroom prescribed in reference () () ()
- e. Had jars labeled () () ()

(6) The fruits the student prepared for freezing were:

- a. Firm and ripened () () ()
- b. Clean () () ()
- c. Free of stem, caps, cores, pits, skins, and/or
blemishes () () ()
- d. Packed according to recipe or guidelines in references () () ()
- e. Packed with headroom according to guidelines in
references () () ()
- f. Tightly sealed () () ()
- g. Labeled () () ()

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

(7) The vegetables prepared for freezing by the student were:

- a. Free of soil, insects, and blemishes () () ()
- b. Blanched or cooked according to guidelines in
references () () ()
- c. Packed with headroom according to guidelines in
references () () ()
- d. Tightly sealed () () ()
- e. Labeled () () ()

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS

CONTENTS OF MODULE

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Evaluator's Final Checklist

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS	9	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-22, "Steaming Vegetables and Fruits"	1
--	---

RECOMMENDED REFERENCES

Topic: Steaming vegetables and fruits	2
---	---

Kowtaluk and Kopan, Food For Today, 1977 edition.
Medved, The World of Food, 1977 and 1981 editions.

F-22, STEAMING VEGETABLES AND FRUITS

SCRIPTSLIDE CONTENT

Frame 1

"Steaming Vegetables and Fruits"

Title slide

Frame 2

Any vegetable or fruit that is suitable for boiling can also be steamed. Steaming preserves a large percentage of the nutrients because the food does not come in contact with the water while it is cooking.

Assembling the ingredients and equipment for steaming

Frame 3

Prepare the vegetable or fruit for steaming by thoroughly cleaning its surfaces. Further preparation, such as paring or slicing, may also be necessary.

Preparing sweet potatoes for steaming

Frame 4

If the vegetable or fruit you want to prepare has been dehydrated or dried, it will require a soaking period before it can be cooked. One method of soaking the dehydrated food is to cover it with boiling water, or boil it for two minutes, then let it soak for one hour. The food should be completely covered with water.

Pouring boiling water over dehydrated fruit

Frame 5

Another soaking method is to soak the dehydrated food in cold water for several hours or overnight. The warmer the water is the less time the food needs to soak.

Covering the dehydrated food with cold tap water

Frame 6

This device is known as a steamer. It has three parts: the bottom pan that holds the water, the basket that holds the food, and the lid that holds in the steam.

A display of the parts of a steamer

Frame 7

If you do not have a steamer, you can improvise by using a colander or an adjustable steamer basket with a saucepan and a lid. These pieces of equipment can do the same job as the steamer.

An improvised steamer using a saucepan, an adjustable basket, and a lid

Frame 8

To steam foods, fill the bottom pan with about 2.5 cm or 1 inch of water. Bring the water to a boil.

Bringing water to a boil

Frame 9

Place the vegetable or fruit in the basket. Then place the basket over the boiling water. Cover with the lid. Covering is very important because the lid holds in the steam.

Putting the basket and lid in place

Frame 10

Steaming takes about one and half times as long as boiling the vegetable or fruit. The larger the portion of food, the longer it takes to cook. Test the vegetable or fruit for doneness by piercing with a fork. The food should be tender, but firm, and easy to cut. The vegetable or fruit should retain its shape and color.

Testing the vegetable for doneness

Frame 11

Seasonings such as salt or butter can be added just before serving. Serve the food while it is hot.

Sweet potatoes ready to be served

Frame 12

Another method of steaming vegetables or fruits is to use the pressure saucepan. Pressure saucepans and cookers are convenient pieces of equipment for cooking foods that normally take a long time to cook, such as potatoes and carrots. Using a pressure saucepan cuts down on the cooking time. The main parts of a pressure saucepan or cooker are the pan, the lid, the rack, and the pressure regulator.

A display of parts of a pressure saucepan/cooker

Frame 13

It is very important to follow the manufacturer's instructions for using the pressure saucepan or cooker. Do not use the instructions for another pressure saucepan or cooker because some operate slightly differently than others. Also, some vegetables and fruits cannot be steamed in a pressure saucepan. Be sure to check the use-and-care manual to determine which foods can be pressure steamed.

The "safety" character reading the use-and-care manual

Frame 14

To use the pressure saucepan or cooker, begin by pouring the required amount of water into the saucepan. Refer to the use-and-care

Pouring the water into the pressure saucepan/cooker

Frame 14 (continued)

manual for the specific amount of water for the particular food.

Frame 15

Place the rack in the bottom of the cooker. Then place the vegetable or the fruit on top of the rack. Do not fill the cooker over two-thirds full of vegetables or fruits.

Placing the rack and the vegetables into the pressure saucepan/cooker

Frame 16

The lid must be carefully locked on top of the saucepan or cooker. Place the lid so that it drops down into position; then twist it until the handles are directly over each other.

Locking the lid onto the pressure saucepan/cooker

Frame 17

Place the pressure regulator firmly on the vent pipe of the lid. The vent pipe looks like a chimney on the lid of the saucepan.

Placing the pressure regulator on the vent pipe

Frame 18

Place the saucepan or cooker over high heat. When the desired pressure is reached, the pressure regulator will begin to gently rock. Adjust the heat so that the pressure regulator continuously maintains a steady, gentle rocking motion.

Adjusting the heat to maintain a steady, gentle rocking of the regulator

Frame 19

The cooking time begins when the pressure regulator first begins to rock. The required cooking time differs with each food. Refer to the use-and-care manual for the specific cooking time of the food that you are preparing.

The pressure saucepan on the range top

Frame 20

When the cooking time is up, carefully remove the cooker from the heat. Allow the cooker to cool until the pressure has dropped. When the pressure has completely dropped, the safety plug will drop down.

Pointing out the safety plug on the lid

Frame 21

If it is necessary to drop the pressure immediately, the saucepan or cooker can be set in a pan or sink of cold water or held under cold running water.

Setting the saucepan/cooker in cold water

Frame 22

Always remove the pressure regulator before opening the lid. This is done to make sure that the pressure is down.

Removing the pressure regulator

Frame 23

When lifting the lid off, lift it so that the steam will not hit you in the face.

The "safety" character lifting the lid away from him

Frame 24

The vegetables or fruits should be tender and easy to cut. Serve them immediately or used them in another dish. Steaming is a popular method for preparing vegetables and fruits.

The sweet potatoes ready to be served

Frame 25

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END slide

PREPARING DEHYDRATED FRUIT

125 ml ($\frac{1}{2}$ c) dried fruit (apples, apricots,
peaches, prunes)
Water to cover
Sugar, if desired

1. Rinse the fruit and place in a saucepan.
2. Add water just to cover.
3. Cover and simmer until plump and tender, about 15 to 30 minutes.
4. Add sugar if desired and stir gently to dissolve.
5. Remove from saucepan and cool. If syrup is thin, continue cooking to concentrate it after removing the fruit.

PREPARING STEAMED VEGETABLES

General directions for preparing steamed vegetables:

1. Place water in steamer and bring to a boil.
2. Place vegetable in perforated compartment of the steamer and cover.
3. Steam over rapidly boiling water until vegetable is fork tender.
4. Remove from steamer, season, and serve.

Evaluator's Final Checklist

PREPARING DEHYDRATED AND STEAMED
VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When steaming vegetables and/or fruits, the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods. () () ()
- c. Obtained a suitable recipe. () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedure outlined in the recipe () () ()
- f. Cleaned area after food preparation () () ()

(1) The vegetables and/or fruits which the student steamed:

- a. Retained their shape () () ()
- b. Were firm, not mushy. () () ()
- c. Were easy to cut. () () ()
- d. Retained their color () () ()

(2) The dehydrated vegetable and/or fruit which the student cooked:

- a. Retained their shape () () ()
- b. Were not mushy () () ()
- c. Were easy to cut. () () ()

SELECTING AND STORING FRESH FRUITS AND VEGETABLES

CONTENTS OF MODULE

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Evaluator's Final Checklist

SELECTING AND STORING FRESH FRUITS AND VEGETABLES	10
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GUIDE A SELECTION AND CARE OF FRESH FRUIT

- APPLES.** . .Fruit should be firm and of good color for the variety. Any apple can be used for any purpose, but results vary. Keep cold and humid. Available all year.
- APRICOTS.** . .Select golden orange, plump fruits that yield to pressure. Avoid those that are very firm, mushy, or greenish. Refrigerate and use within a few days. Available June and July.
- BANANAS.** . .Fruit should be plump. Color varies from green to dark yellow with brownish flecks, according to degree of ripeness. Avoid grayish-yellow fruit which illustrates chilling injury. Ripen at room temperature. When at the stage of preferred ripeness, eat or refrigerate. Skin color turns brown, but flesh keeps well for several days. Available all year.
- BERRIES.** . .Choose plump, firm, full-colored berries. Only strawberries have green stem caps when mature--all other varieties should be free of their hull. Avoid any baskets showing signs of bruised or leaking fruits. Cover and refrigerate. Use within a few days. Available mainly June to August.
- CANTALOUPE.** . .Creamy colored netting should completely cover the melon. They should be free of any stem and "give" when pressed gently. Hold at room temperature for a few days, then refrigerate and use as soon as possible. Available May to September.
- CHERRIES.** . .Sweet cherries are bright and glossy, ranging from deep red to black in color. They should be attached to fresh, green stems. Avoid cherries that are hard, sticky, or light in color. Refrigerate and use within a few days. Available May to August.
- COCONUTS.** . .Choose nuts which are heavy for their size and full of liquid. Keep cold. Available all year. Peak: September to January.
- CRANBERRIES.** . .Select plump, firm, lustrous red to reddish black berries. Refrigerate and use within two weeks. Can be frozen in original package. Available September to December.
- DATE.** . .Fruit should be soft and a lustrous brown. After package is opened, refrigerate. Keep them well-wrapped to avoid drying and hardening. Available all year.
- GRAPEFRUIT.** . .Should be firm, not puffy, or loose-skinned. Look for globular fruits that are heavy for their size indicating juiciness. Russeting, cinnamon skin coloration of green tinge does not affect eating quality. Refrigerate or keep at room temperature. Available all year.
- GRAPES.** . .Choose plump, well-colored grapes that are firmly attached to green, pliable stems. White or green grapes having a yellowish cast with an amber blush are ripe and sweet. Red varieties are best when rich, red color predominates. Avoid sticky, soft, wrinkled, or blemished grapes. Refrigerate and use within one week. Peak: July to November.

HONEYDEW MELONS....Look for a creamy or yellowish-white rind with a velvety feel. Avoid stark-white or greenish-tinged rinds. Hold at room temperature for a few days, then refrigerate. Peak: June to October.

LEMONS/LIMES....Look for a fine-textured skin indicating juiciness. Select those that are heavy for their size. Keep at room temperature or refrigerate. Available all year.

MANGOES....Skin color generally green with yellowish to red areas. Red and yellow color increases with ripening. Avoid any having grayish skin discoloration, pitting, or black spots. Keep at room temperature until very soft. When fully soft, refrigerate. Peak: May to August.

ORANGES....Should be firm and heavy with a fine-textured skin. A green skin color or russeting does not affect eating quality. Store at room temperature or refrigerate. Available year around.

PAPAYAS....Select medium-sized, well-colored fruit, that is at least half yellow. Ripen at room temperature until skin color is primarily golden, then refrigerate and use as soon as possible. Peak: May to June, October to December.

PEACHES AND NECTARINES....Glowing blush is not a true indication of ripeness. Background color of peaches should be yellowish or cream-colored; nectarines are yellow-orange when ripe. Fruit should be firm with a slight softening along the "seam" line. Avoid green or greenish-tinged fruits and any that are hard, dull, or bruised. Hold at room temperature to soften, then refrigerate and use promptly. Peak: June to September.

PERSIAN MELONS....Rind is dark green and covered with a netting. Rind color turns a lighter green and "gives" slightly when ripe. Hold at room temperature for a few days, then refrigerate. Peak: July to October.

PERSIMMONS....Look for plump, smooth, highly-colored fruit with a green cap. Keep at room temperature until soft. When ripe, refrigerate. Peak: October to December.

PINEAPPLE....Select large fruit have fresh green leaves. Shell color is not an indicator of maturity; fragrance is a good sign of maturity. Pineapple doesn't "ripen" after harvest, so may be eaten immediately. Keep at room temperature or refrigerate. Available year-round. Peak: March to June.

PLUMS....Appearance and flavor differ widely according to variety. Look for plums that yield gently to pressure. Peak: June to September.

POMEGRANATES....Rind should be pink or bright red with a crimson seeded flesh. Avoid any that appear dry. Keep cold and humid. Available September to November.

RHUBARB....Select crisp, firm, medium-sized stalks bright in appearance. Generally, darker red stalks are more flavorful, but are not always an indicator of quality. Keep cold and humid. Peak: January to June.

TANGELOS....Look for firm, thin-skinned fruits that are heavy for their size. Keep at room temperature or refrigerate. Available October to January.

TANGERINES...Choose fruit heavy for its size. A puffy appearance and feel is normal. Refrigerate and use as soon as possible. Peak: November to January.

WATERMELONS...Difficult to determine ripeness of uncut melons. Choose firm, smooth melons with a waxy bloom or dullness on the rind. Underside should be yellowish or creamy-white. Avoid stark white or greenish colored undersides. With cut melons, select red, juicy flesh with black seeds. Avoid melons with white streaks, white seeds, and pale colored flesh. May keep at room temperature or refrigerate. Peak: May to September.

GUIDE TO SELECTION AND CARE OF FRESH VEGETABLES

- ARTICHOKES.** . . Choose compact, heavy plump globes with large tightly clinging leaf scales of olive green color. Size is not an important quality factor in choosing artichokes.
- ASPARAGUS.** . . Spears should be fresh and firm with compact closed tips. Select spears with large amount of green.
- BEANS, snap.** . . Pods should be firm, crisp, and slender with good green color.
- BROCCOLI.** . . Look for compact bud clusters. Color varies from dark green, sage green or purplish-green, depending on variety. Yellow and wilted leaves indicate aging.
- BRUSSELS SPROUTS.** . . Should be firm, compact and with bright leaves. Avoid wilted or yellow leaves.
- CABBAGE.** . . Heads should be reasonable solid and heavy in relation to size, with green outer leaves (except, of course, red cabbage).
- CARROTS.** . . Look for firm, well-shaped roots with a good orange color.
- CAULIFLOWER.** . . White or creamy-white, firm compact curds indicate good quality. Size of head bears no relation to quality.
- CELERY.** . . Choose fresh, crisp stalks that are thick and solid with good heart formation.
- CORN, sweet.** . . Select only corn that is cool to the touch. Husks should be green, not dry or yellowish.
- CUCUMBERS.** . . Look for medium sizes with good green color. Avoid very large, puffy ones, or any having a yellow color.
- EGGPLANT.** . . Should be firm and heavy for their size, with dark purple to purple-black skin.
- ENDIVE/ESCAROLE/CHICORY.** . . Should be fresh, clean, crisp, and cold. Avoid dry, yellowing or wilted leaves or those showing reddish discoloration of the hearts.
- GREENS (collards, turnip, beet, kale).** . . Choose fresh young and crisp green leaves. Avoid any with coarse stems or wilted, yellowing leaves.
- KOHLRABI.** . . The stem should be medium-sized, firm, and crisp with crisp, green tops.
- LEEKS.** . . Select well-blanchd bunches (white coloring extended 2" to 3" from bulb base). Choose small or medium leeks for the most tender eating. Refrigerate in a plastic bag and use within three to five days.

LETTUCE, iceberg... Heads should be firm but "give" slightly when squeezed. At home, core the head by whacking it core-end down on the kitchen counter. Twist to remove the core and rinse, end up, under running cold water. Drain thoroughly in a colander or rack with its cored-end down. Store in a tightly closed plastic or lettuce crisper.

LETTUCE, other... Select clean, fresh, and tender heads.

MUSHROOMS... May be white, tan, or cream-colored. The freshest mushrooms are closed around the stem by a thin veil. However, those having open veils caused by loss of water are just as nutritious but have a more pungent flavor. Refrigerate and cover with a damp paper towel to aid in moisture-retention. Avoid storing in plastic bags; this hampers air circulation.

OKRA... Pods should be young and tender, preferably 2" to 4" long. Avoid dull, dry, or shriveled pods.

ONIONS, dry... Choose onions that are clean and firm. The skins should be dry, smooth, and crackly. Avoid onions with wet, soggy necks, soft, or spongy bulbs, which indicate decay. Keep at room temperature, cool, in a well-ventilated area. May be refrigerated; above all, keep dry. They can be stored three to four weeks.

ONIONS, green... Select young and tender bunches with fresh green tops. Keep refrigerated in a plastic bag and use as soon as possible.

PARSNIPS... Smooth, firm, well-shaped of small to medium size. Discoloration may be an indication of freezing.

PEPPERS... Should be fresh, firm, thick-fleshed with bright green coloring which may be tinged with red. Immature peppers are usually soft and dull-looking.

POTATOES... Choose firm, clean, and relatively smooth ones free of cuts or bruises. Avoid green-colored potatoes and those with sprouts. Never refrigerate potatoes but keep them in a cool, well-ventilated dark area. Keep away from light (which can cause greening) and moisture.

RADISHES... Variety of sizes and shapes available. All should be fresh, smooth, and well-formed with few cuts, pits, or black spots. Avoid spongy radishes.

RHUBARB... Select bright, crisp, and firm stalks of medium size. Oversized stalks may be tough.

RUTABAGAS... Should be firm, heavy for its size, smooth and not deeply cut or punctured. Size is not a quality factor.

SPINACH... Leaves should be clean, fresh, and a dark green color. Avoid any with large yellow leaves or those which are wilted or discolored.

SQUASH, soft-skinned (summer)... Should be fresh, heavy for its size, and tender. Choose small to medium sizes. Refrigerate and use as soon as possible.

SQUASH, hard-shelled (winter)...Avoid any with soft areas. Well adapted to long storage periods. Hubbards can be stored six months or longer; acorn squash, three to six months. Store in a dry, well-ventilated area at room temperature. Don't refrigerate.

SWEET POTATOES...Choose firm, well-shaped, and evenly colored blemish-free skins. Select thick medium-sized potatoes, tapering at both ends. Handle gently to avoid bruising. Do not refrigerate. Store in a cool, dry, well-ventilated area.

TOMATOES...Choose smooth, firm, and plump looking tomatoes with good color. Most tomatoes require further ripening at home. Place away from direct sunlight. Putting tomatoes in a bag hastens ripening. When red-ripe, refrigerate and use within a few days.

TURNIPS...Should be firm, smooth, and of medium size. Avoid yellowed or wilted tops, which indicate old age.

SELECTING AND STORING FRESH FRUITS AND VEGETABLES

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

I. True or False Statements

Directions: Read each statement listed below. Then write TRUE in the blank to the left of the sentence if the statement is true, or write FALSE if the statement is not true.

- _____ 1. Fruits and vegetables should be part of the daily diet.
- _____ 2. Fruits and vegetables which are green and yellow have a lot of vitamins A and C.
- _____ 3. Fruit which is to be eaten raw should be slightly green.
- _____ 4. Fruits and vegetables should be stored just as they come from the store.
- _____ 5. All fruits and vegetables must be stored in the refrigerator.
- _____ 6. It is sometimes better to buy fresh fruits and vegetables in bulk (larger quantities).
- _____ 7. Fresh fruit is the same price all year.
- _____ 8. Fresh vegetables and fruits are usually low in calories.

II. Completion

Directions: Fill in the blank with the word that completes the sentence.

- 1. The two main vitamins in fruits and vegetables are _____ and _____.
- 2. Three characteristics of good fresh fruits are _____, _____, and _____.
- 3. Three characteristics of good fresh vegetables are _____, _____, and _____.
- 4. Three signs of poor quality in fresh vegetables are _____, _____, and _____.
- 5. _____ fruits and vegetables have reached their full size.

SELECTING AND STORING FRESH FRUITS AND VEGETABLES

ANSWERS

I. True or False Statements

- True 1. Fruits and vegetables should be part of the daily diet.
- True 2. Fruits and vegetables which are green and yellow have a lot of vitamins A and C.
- False 3. Fruit which is to be eaten raw should be slightly green.
- False 4. Fruits and vegetables should be stored just as they come from the store.
- False 5. All fruits and vegetables must be stored in the refrigerator.
- True 6. It is sometimes better to buy fresh fruit and vegetables in bulk (larger quantities).
- False 7. Fresh fruit is the same price all year.
- True 8. Fresh vegetables and fruits are usually low in calories.

II. Completion

1. The two main vitamins in fruit and vegetables are A and C.
2. Three characteristics of good fresh fruits are pleasant smell, characteristic size and well-shaped. (firm, characteristic color, priced in line with the current market)
3. Three characteristics of good fresh vegetables are characteristic color, good condition, and medium size. (crisp, right price)
4. Three signs of poor quality in fresh vegetables are wilted or shriveled appearance, bruised surface, and soft spots. (decayed spots, color which is not characteristic of the vegetable)
5. Mature fruits and vegetables have reached their full size.

BAKING VEGETABLES AND FRUITS

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Evaluator's Final Checklist

BAKING VEGETABLES AND FRUITS	10	Instructor's manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-25, "Baking Vegetables and Fruits"	1
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F-25, BAKING VEGETABLES AND FRUITS

SCRIPT

Frame 1

Baking Vegetables and Fruits

Frame 2

Vegetables and fruits can be prepared in a number of ways. Baking is an excellent way for preserving water-soluble vitamins and flavor. Apples, winter squash, sweet potatoes, and Irish potatoes are examples of foods that are commonly baked.

Frame 3

Begin by carefully reading your recipe and assembling all of the necessary ingredients and equipment. Wash each piece of fruit or vegetable under running water, using a vegetable brush if necessary. Blot dry with a paper towel or clean cloth.

Frame 4

To prepare apples for baking, remove the heavy stem and core the apples using an apple corer or paring knife.

Frame 5

The apple may be pared if desired, but if the skin is left on, it will help protect the flavor and retain more vitamins. The skin also helps to hold in the steam needed to soften the cellulose. If the skin is left on, peel a thin strip of skin from around the center of the apple to prevent the fruit from bursting during baking.

Frame 6

Place the apples in a small baking pan. Fill the center cavity of each apple with sugar and lemon juice. Other optional fillers may be butter, brown sugar, cinnamon, and raisins.

Frame 7

Fill the bottom of the pan with 2.5 centimeters, or 1 inch, of water.

Frame 8

Cover the pan and bake at 190°C or 375°F for 45 minutes to one hour or until tender. It is not necessary to preheat the oven.

SLIDE CONTENT

Title Slide

Display of apples, winter squash, sweet and Irish potatoes

"Sanitation character" washing potatoes

Coring an apple with a paring knife

Peeling a thin strip of skin from around the center of the apple

Fill the apple cavities with sugar and lemon juice

Fill pan with water

"Save Energy, Do not Preheat"

Frame 9

If the apples are uncovered, baste two or three times with the juices in the pan while baking.

Basting apples

Frame 10

Serve the baked apples while hot. Whipped cream or miniature marshmallows make a decorative and flavorful addition.

Baked apples ready to serve

Frame 11

To prepare a baked potato, remove any blemishes from the scrubbed potato with the dull side of a paring knife.

Removing blemishes from potato

Frame 12

Pierce the potato with the tines of a fork to allow the steam to escape and to prevent bursting.

Piercing potato with a fork

Frame 13

Coat the potatoes with fat for a soft skin after baking.

Coating skin of potato with fat

Frame 14

If desired, wrap each potato individually in aluminum foil . . .

Wrapping potato in foil

Frame 15

or, the potatoes can be baked uncovered, directly on the oven rack.

Placing unwrapped potatoes in oven

Frame 16

Bake at 230°C or 450°F for about one hour. The oven does not need to be preheated for the potatoes. To test for doneness, squeeze the potato gently or pierce it with a fork. It should be tender.

Testing baked potato for doneness

Frame 17

To open the baked potato, cut a cross on the skin and press below the cross, using both hands.

Opening potato

Frame 18

Serve the potatoes hot with butter, sour cream, or other desired garnish.

Baked potato ready to serve

Frame 19

Many vegetables and fruits can successfully be baked in casseroles. Scalloped potatoes are a popular vegetable casserole. The term "scalloped" means that the food was baked in a milk-base mixture or sauce.

Scalloped potatoes ready to serve

Frame 20

To prepare scalloped potatoes, begin by peeling and thinly slicing the potatoes.

Peeling and slicing potatoes

Frame 21

Place half of the potatoes in a casserole. Sprinkle with finely chopped onions.

Sprinkling onions over sliced potatoes

Frame 22

Then sprinkle with flour, salt and pepper. A sifter is a good way to evenly distribute these ingredients.

Sprinkling on flour, salt and pepper

Frame 23

Repeat with another layer of potatoes, onions, flour, salt, and pepper. Then pour milk evenly over all ingredients in the casserole.

Pouring milk into casserole

Frame 24

Cover and bake the casserole at 177°C or 350°F for one hour and 15 minutes. Uncover and continue baking 15 to 30 minutes or until the potatoes are tender. Test for doneness by inserting a fork into the potatoes. The fork should be easy to insert if the potatoes are done.

Testing scalloped potatoes for doneness

Frame 25

The term "Au Gratin" means to top with crumbs and/or the addition of cheese. To prepare Scalloped Potatoes Au Gratin, just add grated cheese and dry bread crumbs to the top of the casserole for the last 15 to 30 minutes, while baking uncovered.

Scalloped Potatoes Au Gratin ready to serve

Frame 26

Baked vegetables and fruits can add new variety to your meal. They are good sources of many nutrients and best of all, they are easy to prepare.

Display of finished products

Frame 27

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End

BAKED POTATO

- 1 potato of uniform size
vegetable shortening (optional)

1. Scrub the potato with a brush and remove all black specks with the dull side of the paring knife.
2. Dry the potato and coat it with fat to keep the skin soft while baking. (The coating with shortening is an optional step.) Wrap the potato in aluminum foil, if desired.
3. Bake at 230 degrees C (450 degrees F) for approximately 1 hour or until tender when squeezed gently.
4. Cut a cross on the skin; press below the cross and season with margarine.

YIELD: 1 serving

BAKED APPLE

- 1 apple
30 ml (2 T) sugar
1.2 ml ($\frac{1}{4}$ t) lemon juice

1. Wash, pare, if desired, and core the apple.
2. Place it in a small baking pan and fill the center cavity with sugar, lemon juice, and other desired ingredients.
3. Add water to a depth of 2.5 cm (1 inch).
4. Bake at 190 degrees C (375 degrees F) until tender.
5. Baste 2 or 3 times with juices in the pan.
6. Cool and remove from pan to serve.

YIELD: 1 serving

BAKED ACORN SQUASH

- 1 acorn squash
5 ml (1 t) vegetable oil
10 ml (2 t) margarine
10 ml (2 b) brown sugar (optional)
Salt, to taste
Dash of cinnamon, nutmeg, or allspice

1. Wash squash and split it in half; remove seeds and stringy portion in center. If squash is large, cut into smaller pieces.
2. Place squash, cut side down, in an oiled pan. Add 30 ml (2 t) water.
3. Bake at 200 degrees C (400 degrees F) for about 45 minutes or until squash is tender.
4. Turn the cut side up, spread with margarine and sprinkle with salt. If the optional ingredients are used, add these by sprinkling over the cut surface.
5. Bake squash an additional 10 minutes. Serve in the shell.

YIELD: 2 to 4 servings

BAKED BANANA

1 banana, firm and green-tipped
 5 ml (1 t) margarine, soft
 2.5 ml ($\frac{1}{2}$ t) lemon juice
 Dash of salt

1. Place the peeled banana in a well-oiled shallow baking pan.
2. Spread it with margarine and sprinkle with lemon juice and salt.
3. Bake at 190 degrees C (375 degrees F) for 15 to 20 minutes or until surface appears glazed.
4. Remove from pan and serve warm.

YIELD: 1 serving

BEAN AND APPLE CASSEROLE

125 ml ($\frac{1}{2}$ c) cooked dried beans
 125 ml ($\frac{1}{2}$ c) cooking liquid from beans
 1.2 ml ($\frac{1}{4}$ t) salt
 1 medium apple, tart
 20 ml (4 t) brown sugar
 1 slice of bacon or salt pork

1. Drain the beans and reserve the cooking liquid.
2. Bring the cooking liquid to volume with water if necessary and dissolve the salt in the liquid.
3. Wash, pare, core, and slice the apple.
4. Layer the beans and apple slices in an oiled baking dish, sprinkling some of the brown sugar over each layer.
5. Pour the salted liquid over the mixture. Top with the bacon slice or salt pork slice.
6. Cover and bake at 160 degrees C (325 degrees F) for 1 $\frac{1}{2}$ hours. Add boiling water as needed during the baking process.

YIELD: 1 serving

BUTTERNUT SQUASH WITH APPLES

1 butternut squash
 2 apples, suitable for cooking
 45 ml (3 T) margarine
 60 ml ($\frac{1}{2}$ c) brown sugar
 2.5 ml ($\frac{1}{2}$ t) salt

1. Wash the squash and apples.
2. Slice squash in about 1 cm ($\frac{1}{2}$ inch) slices; pare and remove seeds.
3. Lightly oil the bottom and sides of a baking dish.
4. Arrange the sliced squash in the pan.
5. Slice the apples crosswise and core.
6. Arrange the apple slices over the squash.
7. Dot with margarine and sprinkle with brown sugar and salt.
8. Cover with aluminum foil and bake at 175 degrees C (350 degrees F) until the squash is tender, about one hour.

YIELD: 4 servings

Evaluator's Final Checklist

BAKING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When baking fruits and/or vegetables and casseroles the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained suitable recipe () () ()
- d. Assembled necessary materials and equipment () () ()
- e. Followed procedure outlined in recipe () () ()

(1) The fruits and/or vegetables prepared by the student were:

- a. Thoroughly cooked () () ()
- b. Evenly shaped () () ()
- c. Naturally colored () () ()
- d. Slightly moist () () ()
- e. Not shriveled () () ()
- f. Slightly crisp () () ()
- g. Not mushy () () ()

(2) The fruit and/or vegetable casseroles prepared by the student:

- a. Contained fruits and/or vegetables which retained their natural color () () ()
- b. Had a pleasing texture () () ()
- c. Was cooked in an appropriate size casserole dish () () ()

BROILING VEGETABLES AND FRUITS

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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-26, "Broiling Vegetables and Fruits"	1
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F-26, BROILING VEGETABLES AND FRUITS

SCRIPT

SLIDE CONTENT

Frame 1

Broiling Fruits and Vegetables

Title Slide

Frame 2

Broiling is a quick and easy way to prepare vegetables and fruits. Broiled vegetables are attractive and are cooked with little or no fat. Vegetables that are broiled retain their vitamins and minerals and their natural texture.

Finished vegetable products

Frame 3

Broiled fruits are also attractive and are appetizing for any meal. They can be served as appetizers, as part of the meal, or as a dessert.

Finished fruit products

Frame 4

Quite a variety of fruits and vegetables can be broiled. Some of them must be cooked before broiling. In this slide-tape presentation, you will learn how to broil bananas, tomatoes, potatoes, and canned pears. Notice the equipment that will be used in the preparation: a broiler pan and rack, a pastry brush, tongs, and a paring knife

Ingredients and equipment:
bananas, tomatoes, grapefruit, potatoes, canned pears, broiler pan and rack, pastry brush, tongs, paring knife, butter

Frame 5

Tomatoes do not have to be precooked. However, the potatoes have to be baked and cut into halves prior to broiling.

Prepare vegetables--sliced tomato, baked and cut potato, mashed potato in shells

First, slice the tomato and place it on broiler pan with the cut side up. Scoop out the cooked potato and whip (or mash) with milk, salt, pepper, and butter. Then put the mashed potato back into the potato shells.

353

One handy hint for broiling foods is to spray or brush the broiler pan with non-salted oil. This makes cleaning the

Frame 6

Season the vegetables with salt, pepper, butter, cheese, bread crumbs, parsley, oregano, or other condiments and spices as desired.

Brushing on butter

Frame 7

Bread crumbs make a tasty addition to the tomato, and a parmesan cheese topping makes the twice-cooked potato a real treat.

Sprinkling on cheese or bread crumbs

Frame 8

Once the food is prepared and placed on the broiler pan, place the pan about 7-10 centimeters or 3-4 inches below the heat source. This allows the food to cook by direct heat. Some foods must be turned in order to cook both sides. The potatoes and tomatoes do not need to be turned.

Placing broiler pan in oven 7-10 cm (3-4 inches) below heat source

Frame 9

In a gas range the broiler section is below the oven. The door is kept closed while the food is broiling. In an electric oven the door is left open 7-10 centimeters or 3-4 inches. The vegetables should be broiled for 5-10 minutes or until browned.

Door position

Frame 10

Be careful when placing foods in the preheated oven or broiler section and especially when taking them out. Always use mitts or pot holders to avoid getting burned.

Safety slide with mitts-hot pads

Frame 11

When the vegetables are broiled to the desired brownness, remove them from the oven and serve immediately. Use tongs, a wide spatula, or a fork to transfer the broiled foods to a serving platter or directly to individual plates.

On serving plate

Frame 12

In this slide you see examples of fruits which can be broiled. Broiled fruits can be enhanced by spices, lemon juice, butter, honey, or sugar.

Ingredients for broiled fruit:
two bananas, one grapefruit, one can of pears, brown sugar, marachino cherries, cinnamon, sugar, butter, lemon juice.

Frame 13

First, prepare the raw fruits for use in the recipe. In this case, the banana is peeled and the grapefruit is halved and sectioned. Drain canned fruits. Again, the broiler pan may be brushed with an unsalted oil to prevent sticking.

Prepared fruits: two peeled bananas
one grapefruit, one can pear halves

Frame 14

Brush the fruit with honey, butter, or lemon juice.

Brush with butter or lemon juice

Frame 15

Roll the bananas in a combination of sugar and cinnamon. Place them on the broiler pan. Sliced apples are also a good choice for cooking by this method.

Rolling bananas in cinnamon and sugar

Frame 16

Sprinkle brown sugar and spices on the grapefruit and pears after they have been placed on the broiler pan.

Sprinkle brown sugar on grapefruit and pears

Frame 17

To garnish the fruit. Place a cherry in the center of each piece. Place the fruit in the oven or broiler section 7-10 centimeters or 3-4 inches below the heat source. Broil until the fruits are a light golden brown. Some fruits such as sliced apples or bananas may need to be turned to broil both sides.

Putting cherries on fruit

Frame 18

Remove the fruit from the oven or broiler section when it is to the desired brownness. Be sure to use mitts or pot holders to remove the broiler pan.

Finished fruit

Frame 19

Broiled fruit can be served for any meal and should be served hot. It is attractive, convenient, and tasty.

Fruit on serving plate

Frame 20

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End Slide

BROILED TOMATO

(Yield: 1 serving)

$\frac{1}{2}$ tomato
Salt and pepper
15 ml (1 T.) butter, melted

1. Sprinkle the tomato half with salt and pepper.
2. Place the tomato on the broiler pan. Place the broiler pan 7 - 10 cm. (3 - 4 inches) from the heat source. Broil for approximately 10 minutes or until tender.
3. Remove the broiler pan from the oven. Place the broiled tomato on a serving dish. Brush it with melted butter. Garnish with parsley, if desired.
4. Serve immediately.

Variations:

With bacon: Omit the salt, pepper, and butter. Wrap the tomato in two strips of bacon placed at right angles to each other. Fasten the bacon to the tomato with a toothpick. Broil in the pre-heated oven until the bacon is crisp.

With parmesan cheese: Omit the salt, pepper, and butter. Sprinkle the tomato half with parmesan cheese. Broil it until brown and tender.

BROILED GRAPEFRUIT

(Yield: 1 serving)

$\frac{1}{2}$ grapefruit
Brown sugar

1. Section the grapefruit with a grapefruit knife.
2. Place the grapefruit on the broiler pan. Sprinkle it with brown sugar.
3. Place the broiler pan 7 - 10 cm. (3 - 4 inches) from the heat source. Broil the grapefruit until the sugar has melted.
4. Remove from the oven and serve immediately.

BROILED BANANA

(Yield: 1 serving)

$\frac{1}{2}$ banana, sliced lengthwise
Honey

1. Spread the honey on the banana half.
2. Place the banana on the broiler pan.
3. Place the broiler pan 7 - 10 cm. (3 - 4 inches) from the heat source. Broil the banana until it is light brown.
4. Remove from the oven and serve immediately.

Evaluator's Final Checklist

BROILING VEGETABLES AND FRUITS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When broiling vegetables and fruits the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained suitable recipe () () ()
- d. Assembled necessary materials and equipment () () ()
- e. Followed procedure outlined in recipe () () ()
- f. Cleaned area after food preparation () () ()

The vegetable broiled by the student:

- a. Had a pleasing texture () () ()
- b. Was evenly browned () () ()

The fruit broiled by the student:

- a. Was lightly and evenly browned () () ()
- b. Had a pleasing texture () () ()
- c. Was thoroughly heated () () ()
- d. Retained its original shape () () ()

FRYING EGGS

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FRYING EGGS	4	5-6

Student Self-Check

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ANSWERS	2, 6	7

Evaluator's Final Checklist

FRYING EGGS	8	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Frying eggs 5

Slide-tape presentation, F-28, "Frying Eggs"

FRYING EGGS

SCRIPT

Frame 1

"Frying Eggs"

Frame 2

When frying eggs be sure to remember to observe proper safety rules and sanitation methods.

Frame 3

There are three basic methods you can use to fry eggs. The first three steps are the same for each method. Begin by heating the fat in a skillet until it is hot enough to sizzle a drop of water. Break each egg into a dish or custard cup; then gently slip the egg into the heated skillet.

Frame 4

Immediately reduce the heat to low.

Frame 5

Country style is one method of frying eggs. There are two ways to prepare country style eggs. The first way is to baste the upper surface of the egg with the hot fat until the white that covers the yolk has coagulated.

Frame 6

The second way to prepare country style eggs is to add about 2 milliliters (or 1/2 teaspoon) of water for each egg when the white begins to coagulate. Quickly cover the skillet tightly and continue cooking until the white that covers the yolk has coagulated.

Frame 7

Over-easy is another method of frying eggs. Fry the egg without basting until the white coagulates. Then turn the egg carefully with a wide method spatula. Continue to cook the egg until the white is coagulated on the remaining side.

SLIDE CONTENT

Title slide

"Safety" and "Sanitation" characters

Slipping egg from custard cup onto heated skillet

Reducing heat to low

Basting top of egg with hot fat

Adding water into skillet

Turning an over-easy egg

SCRIPT

Frame 8

Sunny-side-up is the third method of frying eggs. The egg is fried on one side until the white is coagulated on the bottom side only. The white on the top does not fully coagulate.

Frame 9

When the desired doneness is reached, serve the fried eggs immediately while still hot.

Frame 10

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

SLIDE CONTENT

Egg fried sunny-side-up

Fried eggs ready to serve

The End

Evaluator's Final Checklist

FRYING EGGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When frying eggs, the student:

- a. Observed proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained suitable recipe or directions () () ()
- d. Assembled necessary materials and equipment () () ()
- e. Followed procedure outlined in recipe or directions () () ()
- f. Cleaned area after food preparation () () ()

The country style fried egg prepared by the student:

- a. Had the white of the egg coagulated completely () () ()
- b. Was tender () () ()
- c. Had a yolk surface covered with set white () () ()

The over-easy egg prepared by the student:

- a. Had a white of egg set completely () () ()
- b. Was tender () () ()
- c. Had a yolk surface covered with set white () () ()

The sunny-side-up egg prepared by the student had:

- a. A white of egg coagulated on bottom side only,
tender and free from browning () () ()
- b. Yolk surface not covered by set white () () ()

POACHING EGGS

Note to the Instructor: If the student(s) did not complete Module F-7, "Basic Egg Cookery," you may want them to read the following Student Informations provided in that module: SELECTING EGGS and EGG COOKERY.

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RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Eggs 2

Slide-tape presentation, F-29, "Poaching Eggs"

F-29, POACHING EGGS

SCRIPT

Frame 1
"Poaching Eggs"

Frame 2
Poached eggs can be prepared in a saucepan, a skillet, or an egg poacher. If you are using a saucepan or skillet, grease the bottom of the pan with cooking oil.

Frame 3
Fill the saucepan or skillet with 7 to 9 cm or 3 to 4 inches of water. Slightly salt the water. Bring the water to a boil and then reduce the heat.

Frame 4
Swirl the water into a circular motion using a spoon. Slide the egg from a custard cup into the center of the swirl. Simmer the egg for four or five minutes or let it stand off the heat for eight minutes.

Frame 5
Remove the egg with a slotted spoon. Trim off any unattractive edges. The egg is ready to serve.

Frame 6
Another way to poach eggs in this manner is to add vinegar to the water before the water is boiled. The vinegar helps keep the egg compact so that swirling the water is not necessary. Adding the vinegar to the water does not affect the flavor of the egg.

Frame 7
If you are using an egg poacher, fill the bottom of the poacher with water and bring it to a boil on the range top.

Frame 8
An egg poacher has individual poaching cups. Each cup holds one egg. Grease the cups to prevent sticking. Then slip the egg into a poaching cup which has been placed in the frame of the poacher over the boiling water. Cover the poacher with a lid.

SLIDE CONTENT

Title slide

Greasing the bottom of a saucepan

Saucepan of salted water on the range top

Placing the egg in the center of the swirl of water

Removing the egg from the water with a slotted spoon

Adding vinegar to the water

Water boiling in the bottom of an egg poacher

Slipping the egg into a cup of the poacher

Frame 9

Reduce the heat. Cook the eggs three to five minutes or until the white is firm. The eggs are now ready to remove from the cups and serve.

Poached eggs ready to be served

Frame 10

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END slide

Evaluator's Final Checklist

POACHING EGGS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When poaching eggs, the student:

- a. Observed the proper safety rules () () ()
- b. Used proper sanitation methods () () ()
- c. Obtained a suitable recipe or directions () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedure outlined in the recipe or directions () () ()
- f. Cleaned area after food preparation () () ()

The poached egg prepared by the student:

- a. Was symmetrical in shape () () ()
- b. Had a uniformly cooked white () () ()
- c. Had a creamy, soft yolk with thin film of cooked white covering () () ()

MAKING PROTEIN SALADS

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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-31, "Making Protein Salads" 2

Slide-Tape Narration for Learning Activity 2

F-31, MAKING PROTEIN SALADS

SCRIPT

Frame 1

"Making Protein Salads"

Frame 2

Salads that contain foods high in protein are called protein salads. Meat is often an ingredient because it is a good protein source. Protein salads can be made using ham, turkey, chicken, seafood, cold cuts, or other desired types of meat. The meat should be cooked to the well-done stage and, if necessary, chopped or ground evenly with no gristle or bone.

Frame 3

Other protein sources, such as cheese, eggs, nuts, and cooked legumes, can be used in protein salads. Legumes include mature dried beans, peas, and lentils.

Frame 4

When preparing a protein salad, begin by selecting and carefully reading the recipe. Then, assemble all of the ingredients and equipment necessary to prepare the salad. Shown here are the ingredients and equipment needed to make tuna salad, a popular protein salad.

Frame 5

Before cutting the celery, wash it under running water. A vegetable brush is helpful in removing any dirt from the stalks.

Frame 6

Chop the celery into small pieces using a sharp knife and a chopping board. Measure the pieces of celery in a dry measuring cup.

Frame 7

Next, drain the liquid from the tuna. There are several ways to do this, but the easiest way is to open the can, tilt it, and push down on the lid to force out the liquid.

SLIDE CONTENT

Title slide

A display of possible meat sources for protein salads

A display of cheese, eggs, nuts, and legumes

Assembling the ingredients and equipment for tuna salad

The "sanitation" character washing celery

Chopping celery

Draining the liquid from the tuna

Slide-Tape Narration for Learning Activity 2
Page 2

Frame 8

Place the tuna in a mixing bowl and flake it with a fork. To flake tuna means to break it up into small pieces.

Flaking the tuna in a mixing bowl

Frame 9

Add all of the other ingredients to the tuna and blend thoroughly. For this salad, celery, salad dressing, pickle relish, lemon juice, salt, and pepper have been added.

Blending the ingredients for the tuna salad

Frame 10

After mixing, the salad should be put in an airtight container and stored in the refrigerator. It should be refrigerated until just before serving time.

Placing the salad in an airtight container to be refrigerated

Frame 11

Protein salads can be served on a bed of lettuce as the main course for a meal. . .

Tuna salad served on a bed of lettuce

Frame 12

Or, they can be used as a filling for a sandwich.

A tuna salad sandwich

Frame 13

Whether you prepare chicken, turkey, ham, egg, tuna, or another type of protein salad, be sure that all of the cooked ingredients are well-done. All of the ingredients should be in bite-size pieces, easy to chew, and well-blended. They are quick and easy to prepare and make a nutritious meal or snack.

A close-up of a protein salad

Frame 14

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

THE END slide

Deviled Ham

Combine the following ingredients:

Yield: 2 servings

1 can deviled ham
30 mL (2 T) chopped pimiento stuffed olives
30 mL (2 T) mayonnaise or salad dressing

Egg Salad

Combine the following ingredients:

Yield: 2 servings

4 finely chopped hard-cooked eggs
5 mL (1 t.) prepared mustard
30 mL (2 T) chopped ripe olives or pickles
1.2 mL ($\frac{1}{4}$ t.) salt
45 mL (3 T) mayonnaise or salad dressing

Chicken or Turkey Salad

Combine the following ingredients:

Yield: 2 servings

250 mL (1 cup) finely chopped cooked chicken or turkey
60 mL ($\frac{1}{2}$ cup) finely chopped celery
45 mL (3 T) mayonnaise or salad dressing
5 mL (1 t.) lemon juice
Season to taste with salt and pepper.

Shrimp, Salmon, and Tuna Salad

Combine the following ingredients:

Yield: 2 servings

250 mL (1 cup) chopped shrimp, flaked tuna, or flaked salmon
60 mL ($\frac{1}{2}$ cup) finely chopped celery
45 mL (3 T) mayonnaise or salad dressing
5 mL (1 t.) lemon juice

Season to taste with salt and pepper.

Evaluator's Final Checklist

MAKING PROTEIN SALADS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
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When making a protein salad, the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Obtained a suitable recipe () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedure outlined in recipe () () ()
- f. Left the work area clean and orderly () () ()

The protein salad made by the student:

- a. Contained ingredients which were cooked to the well-done stage () () ()
- b. Contained ingredients which were easy to chew () () ()
- c. Contained ingredients which were cut into bite-size pieces () () ()
- d. Was well-blended () () ()
- e. Was free of gristles or bone slivers () () ()

PREPARING FRUIT AND VEGETABLE BEVERAGES

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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-61, "Preparing Fruit and Vegetable Beverages"	1
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F-61, PREPARING FRUIT AND VEGETABLE BEVERAGES

SCRIPT

SLIDE CONTENT

Frame 1

Preparing Fruit and Vegetable
Beverages

Title Slide

Frame 2

Daily servings of fruits and vegetables are necessary for the growth and maintenance of a healthy body. One way to serve fruits and vegetables is in the form of beverages. These beverages are not only highly nutritious, but flavorful, colorful and can be served any time of the day.

Display of various fruit
and vegetable beverages

Frame 3

Juice or punch drinks can be made from fresh fruits and vegetables, frozen concentrates, and commercially prepared powders. Making juices from fresh fruits and vegetables retains the highest amount of nutrients. Choose fresh, well-ripened fruits and vegetables for the best flavor.

Display of fresh fruits and
vegetables, concentrates, and
powders

Frame 4

To prepare fresh fruits or vegetables, wash them thoroughly. Then remove any stems, cores and/or blemishes with a paring knife or vegetable peeler. Some fruits and vegetables, such as oranges or cucumbers, require peeling. But for most fruits and vegetables, removing the peel is not necessary. When using a sharp knife or peeler, remember to take safety precautions.

Preparing fresh fruits and
vegetables

Frame 5

One method of preparing juice is to grind the fruit or vegetable. There are several types of equipment that can be used including a food mill, food grinder, blender or food processor.

Display of equipment for grinding

Frame 5 (Con't.)

Usually the food is ground so fine that there is no need to strain the juice.

Frame 6

Special precautions are necessary when operating any of the equipment used for grinding. Be sure to read the manufacturer's directions carefully before using the equipment.

"Safety" character reading manufacturer's directions

Frame 7

This is carrot juice made by grinding carrots with a small amount of water in a blender. It is ready to chill and serve. If desired, you may add salt or other seasonings for flavor.

Carrot juice made in blender

Frame 8

Juice from citrus fruits such as oranges, grapefruits, lemons, or limes can easily be made by using a hand juicer. Just cut the fruit in half and press out the juice by twisting the fruit against the juicer. If you do not have a juicer, just cut and squeeze by hand.

Orange juice made with hand

Frame 9

Whether you strain the juice or not depends upon personal preference. If you prefer strained juice, use cheesecloth or a strainer. Citrus juice can be served in its natural form, sweetened, and/or blended with other ingredients. The flavor is best when the juice is chilled before serving.

Straining orange juice

Frame 10

Juice can be made from a soft fruit or vegetable, such as a tomato, by simply squeezing it through a cheesecloth or strainer into a pitcher. Other ingredients can be added such as water, sugar, salt. This tomato juice is ready to chill and serve.

Preparing tomato juice with a strainer

Frame 11

Another method for making juice can be used with most fruits or vegetables except citrus fruits. Place the fruits or vegetables in a saucepan with enough water to cover the food. Simmer until the food is tender. Here plums are being used to make juice.

Simmering plums in a saucepan

Frame 12

If necessary, press the fruits or vegetables through a sieve or food mill, or puree them in a blender. This is necessary if the fruit or vegetable pieces are larger and do not become mushy when they are cooked.

Pressing

Frame 13

Strain the juice through cheesecloth or a strainer. Grape juices and cranberry juice are other popular beverages that are made by this method.

Straining plum juices

Frame 14

Fruits and vegetable beverages made from frozen concentrates are quick to prepare. To make mixing easier, thaw the frozen concentrate ahead of time in the refrigerator or at room temperature. After it is thawed, open the can and pour the contents into a pitcher.

Pouring thawed concentrate into pitcher

Frame 15

Add the specified amount of water to the concentrate. You can use a liquid measuring cup or the empty juice can for measuring the water. Stir until the concentrate and water are well blended. The juice is ready to serve or refrigerate for later use.

Blending water and concentrate

Frame 16

Juices made from powders are usually less expensive than fresh or frozen juice. Some powders have sugar already added, but with others you have to add your own. A scoop is often included in the beverage powder container

Display of beverage powders

375

T-342

Frame 16 (Con't.)

for measuring. If one is not you will need dry measuring utensils.

Frame 17

Using the scoop or measuring utensil, measure the powder into a pitcher. If you want to make only one serving, measure the powder into a glass or mug. If additional sugar is required, measure and stir it into the powder.

Measuring powder into pitcher

Frame 18

Using a measuring cup, measure and pour the water into the pitcher. Then stir until the water and dry ingredients are well blended. Chill and serve.

Stirring water into powder

Frame 19

You can serve some powdered beverages hot or cold. If you choose a hot beverage, measure the water into a saucepan and heat. Then blend it thoroughly with the powder in a mug or cup and serve immediately.

Making powdered beverages with hot water

Frame 20

A fruit punch is made from fruit juices, ice cream or sherbet, and sometimes a carbonated beverage such as ginger ale or soda water. Punch is generally served as a party beverage for a large number of people. Recipes for fruit punch are readily available in many cookbooks. There are basically two methods for making punch.

Display of decorative fruit punch

Frame 21

The first is the syrup method. The syrup used in the punch is made the day before or early on the same day it is needed. Sugar and water are mixed together in a saucepan and allowed to boil for a specified length of time.

Preparing syrup for punch

Frame 22

Cool the syrup and stir in all of the remaining ingredients except the ice cream or sherbet, carbonated beverage, garnishes and/or ice.

Adding remaining ingredients for syrup

Frame 23

Immediately before serving, add small chunks of ice cream or sherbet and the carbonated beverage. Stir until well blended. Then add any garnishes and an ice ring, if desired. It is ready to serve at this point.

Adding ice cream and carbonated beverage to punch

Frame 24

The second way of making punch is called the juice method. First chill all of the ingredients. Then blend the chilled fruit juices in the punch bowl or other large container and place it back into the refrigerator until serving time.

Placing blended juices into refrigerator

Frame 25

Just before serving, add all of the remaining ingredients. Sliced oranges, lemons, limes and/or whole strawberries may be floated on top to garnish the punch.

Garnishing fruit punch

Frame 26

As you have seen, there are many ways to prepare fruit and vegetable beverages. These beverages are flavorful, colorful and supply the body with required nutrients. They are also very versatile and can be served with a meal, as a snack, or as a party beverage.

Display of fruit and vegetable beverages

Frame 27

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End Slide

APPLE-ORANGE PUNCH

- 1 can (170 g or 6 ounces) frozen orange juice concentrate, thawed
- 1 can (170 g or 6 ounces) frozen lemonade concentrate, thawed
- 1 L (1 quart) apple juice, chilled
- 2 L (2 quarts) ginger ale, chilled
- 500 ml (2 pints) lemon or orange sherbet

Mix the concentrates and apple juice in a large punch bowl. Just before serving, stir in the ginger ale. Spoon the sherbet into the bowl.

YIELD: 25 servings about 125 ml ($\frac{1}{2}$ c) each.

SPARKLING CRANBERRY PUNCH

- 2 L (2 quarts) cranberry juice cocktail, chilled
- 1 can (170 g or 6 ounces) frozen pink lemonade concentrate, thawed
- 1 L (1 quart) sparkling water, chilled

Mix the cranberry juice cocktail and lemonade concentrate in a large punch bowl. Just before serving, stir in the sparkling water.

YIELD: 25 servings about 125 ml ($\frac{1}{2}$ c) each.

WASSAIL

- 4 L (1 gallon) apple cider
- 10 ml (2 t) whole cloves
- 10 ml (2 t) whole allspice
- 2 sticks of cinnamon
- 160 ml ($\frac{2}{3}$ c) sugar
- 2 oranges, studded with cloves

Heat the cider, cloves, allspice, cinnamon, and sugar to boiling; reduce the heat. Cover and simmer 20 minutes. Strain the wassail and pur into a punch bowl. Float the oranges in the bowl.

YIELD: 32 servings about 125 ml ($\frac{1}{2}$ cup) each.

Evaluator's Final Checklist

PREPARING FRUIT AND VEGETABLE BEVERAGES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	-------------------

When making fruit and vegetable, beverages the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Obtained a suitable recipe () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedures outlined in the recipe () () ()

(1) The fresh fruit or vegetable juice prepared by the student was:

- a. Free of seeds and pulp () () ()
- b. Pleasant tasting () () ()

(2) The powdered or frozen juice prepared by the student was:

- a. Very cold or very hot, depending on the beverage () () ()
- b. Evenly mixed () () ()
- c. Dissolved () () ()
- d. Pleasant tasting () () ()

(3) The punch prepared by the student was:

- a. Evenly combined () () ()
- b. Very cold () () ()
- c. Pleasant tasting () () ()
- d. Pleasing color () () ()

PREPARING MILK-BASED BEVERAGES

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
MAKING A HOT MILK BEVERAGE	3	3
PREPARING HOT COCOA	5	4-5
PREPARING ICE CREAM BEVERAGES	6	6

Student Self-Check

MILK COOKERY	4	4
ANSWERS	4	7

Evaluator's Final Checklist

PREPARING MILK-BASED BEVERAGES	9	Instructor's Manual
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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-62, "Preparing Milk-Based Beverages"	2
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RECOMMENDED REFERENCES

Topic: Milk Cookery	1
-------------------------------	---

Kowtaluk and Kopan, Food For Today, 1977 edition.

Medved, The World of Food, 1977 and 1981 editions.

F-62, PREPARING MILK-BASED BEVERAGES

<u>SCRIPT</u>	<u>SLIDE CONTENT</u>
Frame 1	
Preparing milk-based beverages	Title slide
Frame 2	
Milk-based beverages can be both nutritious and flavorful. These beverages can be hot or cold. Hot cocoa and milk shakes are examples of popular milk-based beverages.	Display of hot and cold milk-based beverages
Frame 3	
To prepare hot cocoa or hot chocolate first read the recipe carefully and assemble all of the necessary ingredients and equipment.	Assembled ingredients and equipment for hot cocoa
Frame 4	
Some recipes call for 'scalded' milk. To scald milk, heat it to just below the boiling point on low heat. Remove the milk from the heat when bubbles begin to appear around the sides of the pan. This milk is ready to remove from the heat.	Scalded milk ready to remove from heat
Frame 5	
Sometimes when milk is heated, a scum or skin forms on the surface. To prevent the scum from forming, cover the pan while heating the milk or stir the milk frequently as it is heating.	Stirring milk on range
Frame 6	
Heating the milk at a low temperature is important. If the temperature is too high, the milk will curdle. This means that it separates into many small lumps and a watery liquid. The milk could also scorch or burn at high temperatures. This milk has been heating at a high temperature and is curdled and will have to be thrown away.	Curdled milk that has been heated at a high temperature

Frame 7

Milk may be scalded in a double-boiler to insure a low cooking temperature. Water is placed in the bottom pan and the milk in the upper one. When the bottom pan is heated, the steam from the boiling water heats the milk in the upper pan at an even and low temperature.

Scalding milk in a double boiler

Frame 8

After the milk is scalded, mix the chocolate or cocoa, sugar, salt and water in a small saucepan.

Mixing cocoa, sugar, salt and water in small saucepan

Frame 9

Cook the cocoa mixture over low heat until it is smooth and glossy. It is important to stir the mixture continuously as it is heating.

Stirring mixture over low heat

Frame 10

Add the scalded milk to the cocoa mixture. Stir until they are well blended.

Adding scalded milk and the cocoa with a wire whisk

Frame 11

Whip the hot cocoa with a rotary beater, fork, or wire whisk. This will prevent a skin from forming over the surface of the beverage.

Whipping the hot cocoa with a wire whisk

Frame 12

The hot cocoa should be free of lumps and scum and not scorched. Serve it while still hot. Marshmallows add a decorative and flavorful touch to the beverage but make it sweeter and high in calories.

Hot cocoa ready to serve

Frame 13

Milk shakes are made by blending milk, ice cream and flavorings. Gather all of the ingredients and equipment you will need to prepare your milk shake. These are the ingredients for a banana shake.

Assembled ingredients and equipment for a banana shake

Frame 14

Milk shakes are often made in a blender, but a rotary beater, mixer, or quart jar with a lid can also be used. If you use a blender or mixer, remember to observe the safety rules for these small appliances.

"Safety" character using a blender

Frame 15

To prepare a banana shake, begin by peeling the banana. Cut it into pieces or mash it with a fork.

Peeling and cutting the banana

Frame 16

Place the banana pieces and cold milk into the blender.

Pouring milk into blender

Frame 17

Add the ice cream and then the spices and flavorings.

Adding ice cream

Frame 18

Blend at a medium speed in the blender until the mixture is smooth.

Blending the milk shake

Frame 19

If a rotary beater or mixer is used, place all of the ingredients in a bowl and blend them until smooth.

Blending the milk shake with a mixer

Frame 20

If a jar is used, the banana must be mashed well before blending. Place all of the ingredients in the jar and adjust the lid. Shake the jar up and down until the ingredients are well blended.

Blending the milk shake in a jar

Frame 21

Serve the milk shake immediately. It should be well blended and firm. Cold milk-based beverages are both refreshing and nutritious but are high in calories.

Milk shake ready to serve

Frame 22

There are many convenience products available to make milk-based beverages. These save time in preparation. The package directions are usually easy to follow and give variations for hot or cold beverages. Whether you prepare milk-based beverages from scratch or a convenience mix, you will find them satisfying and nutritious.

Display of convenience products for milk-based beverages

Frame 23

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End Slide

FRUIT MILK SHAKE

160 ml (2/3 c) cold milk
80 ml (1/3 c) cold, sweetened fruit juice
(apricot, strawberry, raspberry)

1. Combine in a shaker or a blender the cold milk and the cold, sweetened fruit juice. Blend thoroughly.
2. Pour into a large glass filled with cracked ice and serve.

YIELD: 1 serving

HOT COCOA

15 ml (1 T) cocoa
15 ml (1 T) sugar
30 ml (2 T) water
Dash of salt
330 ml (1 1/3 c) milk, scalded

1. Mix the cocoa, sugar, salt, and water in a small saucepan.
2. Cook over low heat until smooth and glossy, stirring constantly.
3. Add scalded milk, stir to blend, then whip with a rotary beater or wire whisk.
4. Serve hot.

YIELD: 1 serving

CHOCOLATE MILK SHAKE

250 ml (1 c) cold milk
22.5 ml (1 1/2 T) chocolate syrup
30 ml (2 T) vanilla or chocolate ice cream

1. Combine the above ingredients in a shaker or a blender container. Blend.
2. Pour into a glass and serve at once.

YIELD: 1 serving

Evaluator's Final Checklist

PREPARING MILK-BASED BEVERAGES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When making milk-based beverages, the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Obtained a suitable recipe () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedures outlined in the recipe () () ()
- f. Cleaned area after food preparation () () ()

(1) The hot milk beverage made by the student was:

- a. Not scorched () () ()
- b. Thoroughly blended with no lumps or undissolved particles () () ()
- c. Hot, but not scalding () () ()
- d. Free of scum () () ()

(2) The cold milk beverage made by the student was:

- a. Well blended () () ()
- b. Cold () () ()
- c. Firm () () ()
- d. Not runny () () ()

MAKING SANDWICHES

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
SANDWICH INGREDIENTS	1	3
MAKING HOT SANDWICHES	3	3-4
MAKING COLD SANDWICHES	5	4-5
 <u>Student Self-Check</u>		
SANDWICHGRAM	6	6
ANSWERS	6	7
 <u>Evaluator's Final Checklist</u>		
MAKING SANDWICHES	8	Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, F-63, "Making Sandwiches" 2

F-63, MAKING SANDWICHES

SCRIPT

SLIDE CONTENT

Frame 1

Making Sandwiches

Title Slide

Frame 2

There are probably more variations of sandwiches than any other food you can prepare. The character of a sandwich is not only determined by the bread, filling, dressing and condiments used, but also by how it is prepared. Sandwiches can be made with a hot filling, such as a hamburger, or a cold filling, such as cold cuts of meat or cheese. Some sandwiches are toasted or grilled, and others are not cooked at all. The creation of a sandwich is as individual as the person who prepares it.

Display of sandwiches

Frame 3

Enriched white bread is the most popular for sandwiches. However, there is a wide variety of breads you can choose from which are tasty and nutritious.

Display of bread section at grocery

Frame 4

Often, the fillings used in sandwiches are high in protein. There is a tremendous variety of fillings that can be used to make sandwiches.

Display of cold cut section at grocery

Frame 5

Dressings and condiments can give additional flavor and texture to your sandwich. Again, you have many to choose from. Here are but a few.

Display of condiments and dressings

Frame 6

One of the most popular hot meat sandwiches in the world is the hamburger. It is fast and easy to prepare and can be highly nutritious. Ground beef is high in protein. To make hamburgers, begin by assembling the necessary ingredients and equipment.

Assembled ingredients and equipment for preparing hamburgers

Frame 7

With clean hands, shape the ground beef into patties. The patties are made round to fit the traditional hamburger buns.

Shaping hamburger patties

Frame 8

Pan-fry the patties in a skillet over medium heat until they are thoroughly cooked and browned on both sides. They may also be cooked in the broiler where the excess grease would drip into a pan.

Pan-frying ground beef patties

Frame 9

After cooking, place the patties on a paper towel to absorb any excess grease. The tops of the patties can be blotted with paper toweling to remove even more grease. Nutrition experts tell us we are healthier if we eat as little grease as possible.

Patties blotted with paper toweling

Frame 10

Condiments such as catsup and mustard are spread on the inside of the bread. You do not have to stick with the traditional dressings or condiments. Use whatever tastes pleasing to you. You may want to warm the bun in the oven or a toaster-oven. Be careful to not brown or dry it out.

Spreading catsup and mustard on bun

Frame 11

Hamburgers are usually served with lettuce, tomatoes, onions, cheese and pickles on top of the meat. Again, personalize your sandwich by adding only what you like.

Adding dressings

Frame 12

Place the top piece of bun on the sandwich and it's complete. Serve hamburgers while still hot and you will find that they are enjoyed by young and old alike.

Display of finished products

Frame 13

There are many popular cold sandwich fillings. Egg salad is a protein salad that is commonly used to make sandwiches. To prepare egg salad, begin by selecting and carefully reading a recipe. Then assemble the necessary ingredients and equipment.

Assembled ingredients and equipment for egg salad

Frame 14

The eggs for egg salad are hard cooked, shelled and chopped into small pieces.

Chopping hard-cooked eggs

Frame 15

In a mixing bowl, combine the eggs with the mayonnaise and pickle relish. The ingredients should be thoroughly blended.

Mixing ingredients for egg salad

Frame 16

If desired, a small amount of mayonnaise or other dressing or condiment can be spread on the bread.

Spreading mayonnaise on bread

Frame 17

The egg salad should be easy to spread. Use enough of the salad to cover the slice of bread completely.

Spreading egg salad on bread

Frame 18

Garnishes, such as lettuce or cheese, can be added to the filling as desired.

Placing lettuce on filling

Frame 19

Place the top slice of bread on the sandwich and cut it in half before serving.

Egg salad sandwich ready to serve

Frame 20

An open-faced sandwich is made with only one slice of bread and is usually eaten with a fork.

Egg salad sandwich ready to serve

Frame 21

Sandwiches should be wrapped airtight and stored in the refrigerator. Sandwiches can be wrapped individually in plastic sandwich bags, waxed paper or foil. Or they may be stored in plastic containers. Some sandwiches may be frozen except those which have mayonnaise.

Placing sandwich in plastic storage bag

Frame 22

Sandwiches are generally quick to make and can be highly nutritious. Best of all, they can be made to suit your tastes exactly. Try different combinations of breads, fillings, dressings and/or condiments to obtain sandwiches with different characters. You may be surprised to find out how versatile sandwiches can really be.

Display of sandwiches

Frame 23

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage place.

The End Slide

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CHICKEN AND EGG SALAD FILLING

125 ml ($\frac{1}{2}$ c) finely chopped cold cooked chicken
 $\frac{1}{2}$ hard-cooked egg, chopped
 1.2 ml ($\frac{1}{2}$ t) minced onion
 60 ml ($\frac{1}{2}$ c) finely chopped celery
 10 ml (2 t) sweet pickle relish
 Dash of salt
 Few grains of pepper
 15 ml (1 T) salad dressing or mayonnaise

1. Mix all ingredients together thoroughly.
2. Let stand in refrigerator for about $\frac{1}{2}$ hour before using to blend flavors.

Note: Approximately 30 to 45 ml (2 to 3 T) of filling have been allowed for each sandwich made with two average-sized slices of bread. However, the number of sandwiches will vary, depending on the size of the slices of bread used and on the amount of filling desired.

YIELD: 2 to 3 sandwiches

TUNA FISH OR SALMON SALAD FILLING

125 ml ($\frac{1}{2}$ c) tuna fish or salmon
 60 ml ($\frac{1}{2}$ c) finely chopped celery
 5 ml (1 t) minced chives or onion
 15 ml (1 T) sweet pickle relish
 Dash of salt
 22.5 ml ($1\frac{1}{2}$ T) salad dressing or mayonnaise

1. Drain liquid from the tuna fish or salmon. Flake.
2. Add remaining ingredients and mix together thoroughly.
3. Let stand in the refrigerator for about $\frac{1}{2}$ hour before using. This will blend the flavors.

YIELD: 4 sandwiches

MEAT SALAD FILLING

125 ml ($\frac{1}{2}$ c) finely chopped cold cooked meat
 45 ml (3 T) finely chopped celery
 45 ml (3 T) finely chopped stuffed olives
 7.5 ml ($1\frac{1}{2}$ t) chili sauce
 Dash of salt
 22.5 ml ($1\frac{1}{2}$ T) salad dressing or mayonnaise

1. Mix all the ingredients together thoroughly.
2. Let stand in the refrigerator for about $\frac{1}{2}$ hour before using to blend the flavors.

YIELD: 2 to 3 sandwiches

TOASTED CHEESE SANDWICHES

Cheddar, Swiss, or process cheese, 3 mm (1/8 inch) thick
Bread, 6 mm (1/4 inch) thick
Butter or margarine

1. Lay the slices of Cheddar, Swiss, or process cheese on 4 slices of the bread.
2. Place on a broiler rack in a broiler pan. Insert in the preheated broiler so cheese is about 5 cm (2 inches) from the heat.
3. Toast until the cheese begins to melt.
4. Cover cheese with a second slice of bread.
5. Spread with softened butter or margarine.
6. Toast until lightly browned.
7. Turn each sandwich over with a spatula and spread with softened butter or margarine.
8. Toast until lightly browned.
9. Serve hot.

HAMBURGERS

227 g (1/2 lb) hamburger meat
22.5 ml (1 1/2 T) finely chopped onion
22.5 ml (1 1/2 T) water
2.5 ml (1/2 t) salt
.6 ml (1/8 t) pepper

1. Mix all of the ingredients. Shape the mixture into patties, each about 2.5 cm (1 inch) thick.
2. Use one of the methods listed below to cook:
To broil: Set the oven control to broil. Broil with the hamburgers about 8 cm (3 inches) from the heat until desired doneness.
To ovenbake: Place the patties on the rack in a broiler pan. Cook in 177 degree C (350 degrees F) oven until desired doneness.
To panfry: Cook in a skillet over medium heat, turning frequently, until the desired doneness.

Student Self-Check

SANDWICHGRAM

B	R	E	A	K	F	A	S	T	F	R	Y	S	U	P	P	E	R	A	S	P	E
U	R	L	E	T	T	U	C	E	A	S	D	A	R	K	R	K	Y	B	R	Z	K
N	A	E	I	G	H	T	E	E	N	T	H	N	G	O	P	U	E	D	E	L	L
S	I	L	A	T	A	S	A	U	O	Q	R	D	P	I	C	K	L	E	S	K	A
H	S	O	E	D	H	A	R	X	Y	B	A	W	H	O	L	E	W	H	E	A	T
O	I	A	G	A	I	U	L	U	N	C	H	I	C	S	H	N	A	B	D	I	O
T	N	F	J	T	B	T	W	H	I	T	E	C	A	P	C	G	F	R	C	S	A
P	K	L	M	E	R	E	S	V	T	V	Z	H	R	A	I	L	F	O	O	E	S
F	U	N	O	P	O	Q	R	I	U	W	C	I	A	T	N	I	L	I	N	R	T
G	S	M	E	D	W	F	R	E	N	C	H	T	W	U	N	S	E	L	D	B	E
H	L	I	P	J	N	M	N	N	G	O	F	A	A	L	A	H	I	E	I	A	D
M	I	K	L	E	Q	P	O	N	R	R	I	L	Y	A	M	M	R	R	M	C	T
O	C	R	S	T	R	U	V	A	I	N	L	I	R	B	O	U	O	P	E	O	O
N	E	W	A	B	Z	N	Y	C	L	M	L	A	Y	R	N	F	N	A	N	N	M
T	S	R	O	L	L	S	I	X	L	E	T	N	E	O	H	F	J	N	T	K	A
A	C	R	U	S	T	S	D	C	E	A	N	F	G	W	I	I	L	M	R	T	T
G	P	A	T	T	I	E	S	O	K	L	G	N	Q	N	P	N	O	V	X	Z	O
U	H	A	M	B	U	R	G	E	R	E	K	N	I	F	E	S	A	B	E	D	E
S	K	I	L	L	E	T	S	U	W	X	L	G	R	I	L	L	E	D	F	C	G

Evaluator's Final Checklist

MAKING SANDWICHES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	------------------	----------------

When making sandwiches, the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Obtained a suitable recipe () () ()
- d. Assembled the necessary materials and equipment () () ()
- e. Followed the procedures outlined in the recipe () () ()
- f. Cleaned area after food preparation () () ()

The hot sandwich made by the student:

- a. Had bread which was:
 - (1) Spread with condiments () () ()
 - (2) Not soggy or greasy () () ()
- b. Had a filling which was:
 - (1) Spread evenly () () ()
 - (2) Sliced evenly () () ()
 - (3) Free of grease () () ()
 - (4) Browned and thoroughly cooked () () ()

The cold sandwiches made by the student:

- a. Had bread spread with condiments () () ()
- b. Had bread which was not soggy or greasy () () ()
- c. Had filling spread evenly () () ()
- d. Was kept chilled until serving time () () ()

POPPING CORN

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
COOKING POPCORN	1	3
<u>Student Self-Check</u>		
POPPING POPCORN	3	3
ANSWERS	3	4
<u>Evaluator's Final Checklist</u>		
POPPING CORN	5	Instructor's Manual

Evaluator's Final Checklist

POPPING CORN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
--------------	---------------------	----------------

When popping corn, the student:

- a. Observed proper safety rules () () ()
- b. Used the proper sanitation methods () () ()
- c. Assembled the necessary materials and equipment () () ()
- d. Followed the procedures outlined in the recipe or use-and-care manual () () ()
- e. Cleaned area after food preparation () () ()

The popcorn cooked by the student was:

- a. Fully popped () () ()
- b. Crisp () () ()
- c. Not burned () () ()

FOODS - NUTRITION

Teacher Reference Sheet: EATING FOR LIFETIME HEALTH

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
Nutrient Function and Sources	1	376
Diet Defined	3	379
Meal Planning	4	379
Developing Eating Habits	6	380

Recommended Rerences

National Dairy Council, Food Your Choice, Health Level IV. Activity numbers 1, 2, e, 10, 11.

American Red Cross, Family Health and Home Nursing. pp. 29-45

National Dairy Council, Food Your Choice, Home Economics Level IV. Activity 8.

CHECK -OUT ACTIVITY

EATING FOR LIFETIME HEALTH

KEY NUTRIENT MATCH

Draw a line to match the nutrients on the left with the correct function in the body on the right.

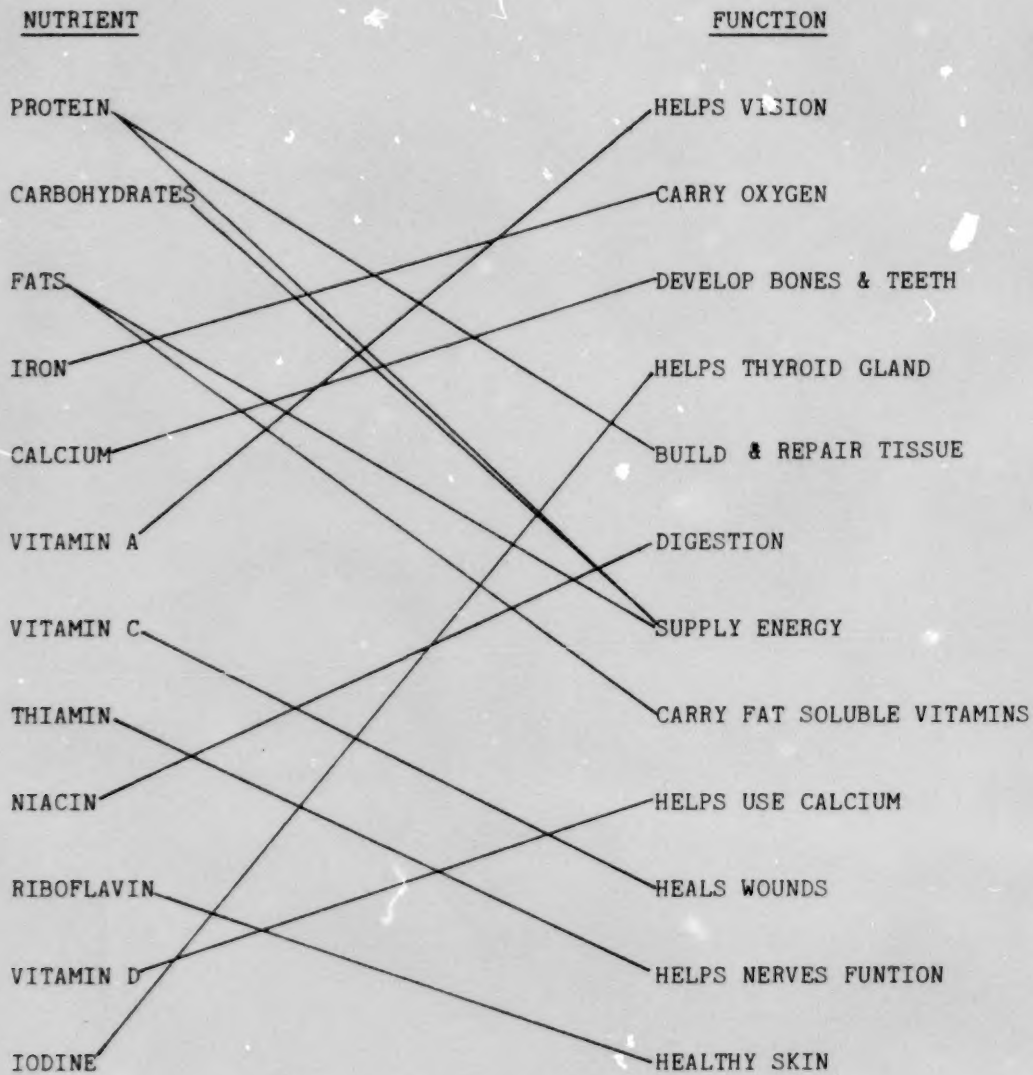
<u>NUTRIENT</u>	<u>FUNCTION</u>
PROTEIN	HELPS VISION
CARBOHYDRATES	CARRY OXYGEN
FATS	DEVELOP BONES & TEETH
IRON	HELPS THYROID GLAND
CALCIUM	BUILD & REPAIR TISSUE
VITAMIN A	DIGESTION
VITAMIN C	SUPPLY ENERGY
THIAMIN	CARRY FAT SOLUBLE VITAMINS
NIACIN	HELPS USE CALCIUM
RIBOFLAVIN	HEALS WOUNDS
VITAMIN D	HELPS NERVES FUNCTION
IODINE	HEALTHY SKIN

CHECK-OUT ACTIVITY
ANSWERS

EATING FOR LIFETIME HEALTH

KEY NUTRIENT MATCH

Draw a line to match the nutrients on the left with the correct function in the body on the right.



FOODS - NUTRITION

Teacher Reference Sheet: ADOLESCENT NUTRIENT NEEDS

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
Growth Spurt	1	385
When You Choose Fast Foods	3	387
Health Foods and Fad Diets	5	391
<u>Student Self Check</u>	6	393

Check-Out Activity

Instructor's Manual

Recommended References

National Dairy Council, Food Your Choice, Health Level IV. Activity numbers 12, 15, 16, 17, 22.

CHECK-OUT ACTIVITY

ADOLESCENT NUTRIENT NEEDS

Directions for questions 1-4: Read the statements below. Check whether they are true or false and explain your answer.

- T F 1. Teenagers need less calories than either children or adults.
- T F 2. Teenage girls have a greater need for iron than do teenage boys.
- T F 3. Most teenagers in the United States get adequate supplies of all nutrients.
- T F 4. Peer pressure refers to parents who try to get teens to eat right.

Directions for questions 5-11: On the right are 4 influences on food choices. Match these to the statements at the left describing food choices.

- | | |
|--|---------------------|
| ___ 5. We are in such a hurry we need foods which we can get quickly. | a. lifestyle |
| ___ 6. Fast food costs about twice as much as food prepared at home. | b. peer pressure |
| ___ 7. Joe wants to eat lunch at Jake's Shop because his friends so. | c. advertising |
| ___ 8. "You deserve a Break Today, eat at McPhersons" | d. economic factors |
| ___ 9. When you eat out you are paying for time and convenience as well as food. | |
| ___ 10. Sid tells John "Lets eat at Burger Heaven tonight--who wants to eat with parents?" | |
| ___ 11. Sally's mom works, so her family eats out three nights a week. | |
12. Which usually costs more, food purchased in health food stores or in grocery stores?
13. What are food fads?

CHECK-OUT ACTIVITY
ANSWERS

ADOLESCENT NUTRIENT NEEDS

1. F During this fast growing, active period most teenagers need more calories than they will at any other period in their life.
2. T With the onset of menstruation, girls lose some of their iron intake. They need more in their diet than do boys.
3. F Many are lacking in iron, vitamins A and C as well as other deficiencies which are not so wide spread.
4. F Peer pressure refers to the influence which one's own age group has on one's actions.
5. a.
6. d.
7. b.
8. c.
9. d.
10. b
11. a
12. health food stores
13. Temporarily popular food habits, usually not nutritionally sound.

FOODS - NUTRITION

Teacher Reference Sheet: NUTRITION FOR THE ATHLETE

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
Key Nutrients for Athletes	2	396
Recommended Dietary Allowances	3	397
Approximate Energy Cost of Various Exercises and Sports	3	398
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Do's and Don'ts for Athletes	6	399
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Recommended References

Smith. Food for Sport. Bull, 1976.

Home Economics Meets the Challenge, Volume 1, "Making Nutrition Relevant to Teenagers", pp 2-4.

National Dairy Council. Food; Your Choice, Health Level IV. Activities 4-9.

CHECK-OUT ACTIVITY

NUTRITION FOR THE ATHLETE

Answer the following questions

- ___ 1. Which of these foods is a good efficient energy source for the athlete and belongs in one of the basic 4 food groups?
 - a. broccoli
 - b. noodles
 - c. steak
- ___ 2. Which mineral do some teenagers, especially females, lack in their diets?
 - a. protein
 - b. iron
 - c. calcium
- ___ 3. Energy for use by the body comes from
 - a. sunlight
 - b. exercise
 - c. food
- ___ 4. Which of these activities would require the most energy?
 - a. basketball
 - b. baseball
 - c. bowling
 - d. long distance running
- ___ 5. Which category on the RDA chart will need to be increased by most athletes?
 - a. vitamin A
 - b. energy
 - c. protein
 - d. calcium
- ___ 6. Extra water or other liquids should be given to the athlete
 - a. at short intervals throughout the event.
 - b. 8 hours before the game.
 - c. all at once just before the game.
 - d. extra liquids will usually not be needed.
- ___ 7. Vitamin and mineral requirements for athletes
 - a. are greatly increased over other persons his/her age.
 - b. should be supplied by vitamin pills.
 - c. are about the same as for other persons his/her age and size.
 - d. are decreased since athletes need more energy.

CHECK-OUT ACTIVITY

NUTRITION FOR ATHLETE (Cont.)

- ___ 8. Which nutrient provides the most efficient source of energy for the active person?
- a. fats
 - b. carbohydrates
 - c. protein
 - d. vitamins
- ___ 9. When extra salt is needed by the athlete after long competition and much fluid loss the best way to get it is by
- a. taking salt tablets.
 - b. putting a little extra salt on food.
 - c. drinking orange juice.
 - d. drinking water.
- ___ 10. The best way for a high school wrestler to lose weight is
- a. go on a crash diet.
 - b. fast for 3 days.
 - c. use a well-balanced weight control program.
 - d. eat everything except bread and potatoes.

KEY: 1. b, 2. b, 3. c, 4. d, 5. b, 6. a, 7. c, 8. b, 9. b, 10. c

FOODS - NUTRITION

Teacher Reference Sheet: WEIGHT CONTROL

CONTENTS OF MODULE

<u>Student Information</u>	<u>Activity</u>	<u>Page</u>
Weight Table for Adults	2	404
How's Your Weight?	5	405
<u>Student Self Check</u>		409

Check-Out Activity

Instructor's Manual

Recommended References

Food. . . Your CHOICE, Level 4, Home Economics. National Dairy Council.

"Anorexia Nervosa: Deadly Dieting." Current Lifestudies. Dec. 1978.

"Diet Guide", Co-ed, November 1981, pp 79-82.

Wesley & Ruddy. "Fad Diets. . ." Forecast. November 1981, pp 23-36.

Student Information. Recommended Height-Weight Chart.

Student Information. How's Your Weight?

Filmstrip Series: Shaping Up. Polished Apple, 3742 Seahorn Drive, Malibu, Ca 90265. Part II - "Exercise."

CHECK-OUT ACTIVITY

WEIGHT CONTROL

Directions: Choose the best answer to the questions below and place the letter in the blank at the left.

- ___ 1. When would persons need more calories than do teenagers?
 - a. adulthood
 - b. during extra activity
 - c. childhood
- ___ 2. What is a good way to tell if you are eating enough to gain weight?
 - a. compare calorie intake and activities
 - b. look at the RDA chart
 - c. check the height-weight chart
- ___ 3. What three nutrients provide calories?
 - a. fats, proteins, minerals
 - b. carbohydrates, fats, minerals
 - c. protein, fats, carbohydrates
- ___ 4. Sometimes whole families are overweight. What is the most likely cause?
 - a. heredity
 - b. food habits
 - c. activity levels
- ___ 5. Why do adults tend to gain weight as they get older?
 - a. they eat more
 - b. they are less active
 - c. they need less calories
 - d. both a and b
 - e. both b and c
- ___ 6. What is anorexia nervosa?
 - a. a new nutrient discovered in 1979
 - b. an illness where people think they are too heavy and don't eat
 - c. an overweight condition
- ___ 7. How can you determine your normal weight range?
 - a. compare yourself to others your age
 - b. consider your height, sex and frame size
 - c. ask your friends if you look fat or skinny
- ___ 8. The normal weight for a small framed person will be
 - a. greater than that of a large framed person
 - b. less than that of a person with an average frame
 - c. greater than that for a person with an average frame

CHECK-OUT ACTIVITY

WEIGHT CONTROL (Cont.)

- ___ 9. How can you tell if a reducing diet is a good one?
- a. it promises you will loose quickly
 - b. it contains few foods so you can follow it easily
 - c. it contains all nutrients but fewer calories than you need
 - d. both a and c
 - e. both b and c
- ___ 10. The statement that only people who need to loose weight need to exercise is
- a. true
 - b. false

KEY: 1. b, 2. a, 3. c, 4. b, 5. e, 6. b, 7. b, 8. b, 9. c, 10. b

409

HOME FOR STEPS

STUDENT MODULES

MANAGEMENT — FAMILY ECONOMICS

SHOPPING WITH SKILL

INTRODUCTION

Shopping takes time, energy and skill. A smart shopper can stretch money by getting a product at the lowest price or by getting the best product for the price. The smart shopper can make money go farther. In this module you will learn the skills needed for shopping with skill.

You may check out of this module when you can complete the tasks according to the steps in the Evaluator's Final Checklist. Complete those learning activities which will help you accomplish the tasks.

OBJECTIVES

1. Given an item to buy, select the best buy in that product.
2. List ten ways to be a skillful shopper.

CHECK-OUT ACTIVITY

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist.

1. Your instructor will give you the name of an item to buy. Compare the various brands of that item in cost, features, usefulness, ingredients, etc. Select the item that would be the best buy and explain why you selected that one.
2. List ten of the ways you can be a skillful shopper.

LEARNING ACTIVITIES

1. READ Student Information, SMART SHOPPING, page 3. LIST the techniques and methods from your reading that you would use in shopping,
(and/or) _____.
2. VIEW a film or filmstrip about consumer buying provided by your instructor,
(and/or) _____.
3. READ about shopping in CONSUMER SKILLS, pages 64-94, and SURVIVAL, pages 213-222,
(and/or) _____.
4. COMPLETE Student Self-Check, SMART SHOPPING, page 5.
5. INTERVIEW five adult shoppers to find out the following information:
 - a. What time of day do they usually shop? Why?
 - b. Which stores do they shop in for food and why?
 - c. Do they read and buy "specials" found in food ads?
 - d. Do they use food coupons?SHARE your results with the class,
(and/or) _____.
6. COLLECT newspaper ads. COMPARE five different sale or special items with their regular price. DETERMINE how much you could save by buying each item on sale,
(and/or) _____.
7. CHOOSE a product and go to a store. FIND OUT how many brands of the product are available, how many sizes are available for each brand, and which size and brand is the best buy. COMPLETE the CHECKLIST FOR COMPARING GUARANTEES in Student Information, page 7. DECIDE which product is the better buy,
(and/or) _____.

8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information

SMART SHOPPING

There are many kinds of stores in which to shop for the things you want or need to buy. They include discount stores, variety stores, department stores, specialty shops, cooperatives, factory outlets, secondhand stores, mail-order houses, catalog showrooms and door-to-door salespeople. Each store has advantages and disadvantages. Some things to consider when choosing a store are:

What services are included in the price? Do they charge extra for delivery, credit accounts, alterations and installation, or are they included in the price?

What is the store's policy on returning merchandise? Will they give you a full refund if the merchandise is flawed? Or will they allow exchanges or credit toward another purchase?

Shopping Guidelines:

It is nice to have a large selection of merchandise, but can be confusing. There can be many similar items with different prices and varying quality. These guidelines can help you judge the merchandise:

Plan ahead. Make decisions before you shop. Set a money limit. If the item is a large purchase, save the money in advance to save interest charges. If you are buying something you see in an ad, forget it for a few days. Then ask yourself whether you really need the item or whether you can do without it.

Do comparison shopping. Become familiar with the usual price of items so you can tell when a product is a good buy. Compare the prices of different brands and of the same brand in different stores.

Check out the merchandise carefully. Look at the style, color, size and condition. Read the labels. Look for flaws or defects. It may be a good buy if the defect doesn't affect the appearance or usefulness, and if the price is marked down. Brand names usually cost more. Store brands often cost less and are a good buy if they meet your standards. Generic brands have become popular. These products have no brand name and are usually a big saving over brand name products. They are in most cases found in the store with black and white labels.

Buy large quantities and sizes only when they will really save you money. If you buy a large item, like food, because it is a good buy, and then can't use it all before it spoils, it is a waste of money.

Avoid buying something without seeing it. Talk with people you know about the product. Check consumer agencies.

Shop for sales. Stores usually follow a time schedule for having sales of merchandise. Each month has products that are good buys. Take advantage of these. Plan for them when you are looking for items that are going to be on sale when you need it.

Know sales terms. Clearance sale means that leftover items are being sold at lower prices at the end of the season or in the middle of the season. Special-purchase sale means that the merchant bought merchandise at a lower price and is passing on the savings.

Look for endorsements and seals of approval of a product by agencies or stores.

Don't buy a product just because it is on sale. Buy only if you really need it. If you can afford it, buying ahead can be a big help if something you are going to need in the future can be bought on sale.

Become informed about frauds and deceptions. Don't be fooled by them.

Learn about unit pricing. This method of pricing helps you compare prices. With this method, stores have tags with their products giving the price per unit of an item so that you can compare prices per unit. You might see the price per pound or liter, or other unit.

Consider shopping at thrift shops, rummage sales and garage or yard sales. If you shop carefully, these can be real bargains. You may be able to pick up a good buy at an auction sale.

Look at the warranty or guarantee. Compare different brands of the same product to see the differences in what they guarantee. A warranty or guarantee tells you what a manufacturer or seller promises about repair, replacement or refund of a product if it is damaged, defective, or does not perform as promised. The terms guarantee and warranty can be used in place of each other. If a product does not have a written warranty, it has an implied warranty. This means that the consumer can expect an item to be reasonably fit for the purpose for which the consumer bought it, if the product has been used as the directions said.

Written warranties must be given for products that cost more than \$15. These warranties must give the name and address of the seller, who is covered and for what, how the warranty will be honored--the procedure to go through to get it honored, the length of time of the warranty and an owner registration card if needed.

For products over \$15, the warranty must state if it is full or limited. It is limited if the repair or replacement of certain parts is only good for one year. A full warranty is one that meets certain federal standards.

Avoid impulse buying. This is buying without planning for it. Stores use many methods to get you to buy more than you had planned to when you are in the store. They include, offering coupons with cents-off a product, end-of-aisle specials (putting products at end of aisle or at cash register to attract your attention) and offering loss leaders specials offered at a loss in the newspaper or on the radio to get you in the store so you will buy other things). To avoid impulse buying, make a list ahead of time, go when you are not hungry, and buy only what is on your list.

Student Self-Check

SMART SHOPPING

Directions: Answer the following questions.

1. What is meant by unit pricing?
2. What is impulse buying?
3. What is a house brand?
4. Define open-dating.
5. What is a special?
6. What are food coupons?
7. How can you determine which brand and size is the best buy?
8. What is a limited warranty?
9. What is an implied warranty?

Student Self-Check

KEY

1. Unit pricing means that the product gives the price per unit, such as pounds and liters so there is a common unit for comparing.
2. Impulse buying is buying something because it looks good or you want it and not because you need it.
3. A house brand is one sold only in one chain of stores and is usually lower in price than national brands.
4. Open-dating is a date printed on the package that can mean several things: last date to be sold, date packed, or date after which product should not be used.
5. A special is an advertised item being sold at a reduced price.
6. Food coupons are coupons that you give the store. The manufacturer gives a refund through the supermarket in exchange for the coupon.
7. Use unit pricing to determine the cost per unit. Compare the various sizes and brands.
8. A limited warranty means that the repair or replacement of certain parts is only good for one year.
9. An implied warranty is one that covers the product if there is no written warranty. This means that the consumer can expect an item to be reasonably fit for the purpose for which the consumer bought it.

Student Information CHECKLIST FOR COMPARING GUARANTEES

	A.	B.	C.
1. GUARANTEE BY WHOM:			
manufacturer	_____	_____	_____
dealer or seller	_____	_____	_____
other (who)	_____	_____	_____
2. NUMBER OF YEARS GUARANTEE PROVIDES FOR DEFECTIVE MATERIAL AND WORKMANSHIP			
entire appliance	_____	_____	_____
with labor	_____	_____	_____
without labor	_____	_____	_____
specified parts	_____	_____	_____
with labor	_____	_____	_____
without labor	_____	_____	_____
labor only	_____	_____	_____
pick-up & delivery	_____	_____	_____
shipping charges	_____	_____	_____
3. AUTHORIZED SERVICE DEPT. LOCATED AT:			
dealer's store	_____	_____	_____
manufacturer's plant	_____	_____	_____
service agency in area	_____	_____	_____
4. IS AUTHORIZED SERVICE AGENCY LOCATED CLOSE TO APPLIANCE OWNER?	_____	_____	_____
5. DOES THE GUARANTEE APPLY TO ORIGINAL OWNER ONLY?	_____	_____	_____
6. DOES GUARANTEE END IF ORIGINAL OWNER:			
Sells or gives away appliance?	_____	_____	_____
Moves from dealer trading area	_____	_____	_____
Moves to new address in trading area	_____	_____	_____
Moves appliance to new location is home	_____	_____	_____
Uses services of unauthorized service-person	_____	_____	_____
7. OTHER CONDITIONS COVERED IN THE GUARANTEE:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

8. OTHER ITEMS NOT COVERED
IN GUARANTEE:

_____	_____	_____
_____	_____	_____

9. IS OWNER ASKED TO REGISTER
APPLIANCE AT THE TIME OF
PURCHASE?

_____	_____	_____
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10. CAN GUARANTOR MAKE GOOD
HIS PROMISE?

_____	_____	_____
_____	_____	_____

MANAGEMENT — FAMILY ECONOMICS

SELECTING HEALTH AND GROOMING SUPPLIES

INTRODUCTION

You have a huge variety of health and grooming products that you can buy. Manufacturers spend a lot of money on advertising to try to convince you to buy their products. Consumers spend over \$7 billion on grooming products and \$9 billion on medicines. The products they choose have an effect on their pocketbooks as well as their health and appearance. In this module you will learn to choose safe, economical products to meet your health and grooming needs.

You may check out of this module when you can complete the tasks according to the steps in the Evaluator's Final Checklist. Complete those learning activities which will help you accomplish the tasks.

OBJECTIVE

1. Select health and grooming supplies that are economical, safe and effective.

CHECK-OUT ACTIVITY

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist.

1. Your instructor will give you a case study in which a person is selecting a specific health or grooming product. For the product, list five ways to check its safety, five ways to check its effectiveness, and five ways to make sure it is economical.

LEARNING ACTIVITIES

1. READ Student Information, BUYING HEALTH AND GROOMING PRODUCTS, page 3. LIST ways to judge the safety, effectiveness and economy of health and grooming products. DISCUSS in class,
(and/or) _____.
2. LIST all the grooming and health supplies that you need. REVIEW the list one week later. CIRCLE any supplies that you did not use during the week. RECONSIDER whether or not you really need them. REMOVE any supplies from the list that you now believe are not needed. ADD any others that you forgot to list earlier,
(and/or) _____.
3. ROLE PLAY an interview between a consumer expert and a reporter. DISCUSS in the interview the topic, "Selecting Safe, Effective and Economical Grooming and Health Products",
(and/or) _____.
4. READ Student Information, UNIT PRICING, page 5. COMPARE, in a small group of classmates, the price per unit of three brands of a grooming product and three brands of a health product. SHARE your findings with the rest of the class,
(and/or) _____.
5. COMPLETE Student Self-Check, BUYING HEALTH AND GROOMING PRODUCTS, page 6.
6. SELECT one health or grooming product that you would like to purchase. COMPLETE the worksheet for that product. You may get a worksheet from your teacher. PRESENT a summary of your findings to the class. COMPILE all the students' worksheets into a booklet. PLACE in the school library so that the student body can benefit from the information,
(and/or) _____.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Student Information
BUYING HEALTH AND
GROOMING PRODUCTS

Since so much money is spent each year on health and grooming supplies, it is important for you to know how to choose them wisely. Some of the things you need to know are the following:

Besides brand name, manufacturer and size of container, products differ from one another in form. Often one brand of a product is available in several forms. For example, dental floss comes waxed or unwaxed, mint flavor or plain.

Consult consumer publications for ratings of health and grooming products. Information about these products can also be gotten from your doctor and dentist, if you need their advice.

Discard health and grooming supplies that your family doesn't use. Make a note of those products that your family has tried and doesn't like.

Study catalogs and newspaper ads for specials on those items that you use. Use unit pricing to make price comparisons.

Some stores have areas where you can try different cosmetics. Try experimenting with them. Check chain stores, discount stores and discount drug stores for cosmetics and grooming aids. Some chain stores have cosmetics and health products packaged under their own brand. These may be cheaper.

Consider your personal preferences and the advantages and disadvantages of each form. Select the form which is best for you. Do you want unscented, scented, antiperspirant roll-on, cream, stick, or spray deodorant? Consider the pollution that is put into the air from spray (aerosol) cans. You may decide that you don't want to use them.

SAFETY: What to consider--

Is a warning printed on the label? If so, what is it?

Does the warning apply to you?

Are you allergic to any of the ingredients?

Will any of the ingredients react the wrong way with the other products you are using?

What rating did the Food and Drug Administration give to the safety of each ingredient?

What rating do consumer publications give to the safety of the product?

What rating do druggists, doctors and dentists give the product safety?

EFFECTIVENESS: What to consider--

What rating did the Food and Drug Administration give to the effectiveness of each ingredient?

In order for the product to be effective, what ingredients should it have?

For example, a good acne lotion should contain sulfur, salicylic, resorcinol, alcohol and/or benzoyl peroxide. Find the ingredients for the product you are interested in. See if they contain the essential ingredients for that kind of product.

What rating do consumer materials give to the effectiveness of the product? What rating do doctors, dentists, and/or pharmacists give to the effectiveness of the product?

ECONOMY: What to consider--

Look at the sizes that the different brands of the same product come in. Which of the sizes can you use by the expiration date on the package? If you can't it may lose some of its effectiveness and/or safety. Check the prices of each size and brand in different stores. Check the price per unit of each one. This will help you learn which is the cheapest. The largest may be cheapest, but if you can't use a large size by the expiration date, it is a waste of money to buy it.

Use coupons that give you money off on a product. These can be real savings when added together. Some products offer refunds if you try the product. Look for these to save money. Look for sales of the product you want.

Check the ingredients on the brands you are looking at. Do any of them contain the same or similar ingredients? If so, you may find that one product has the same ingredients as another one that is higher-priced. Therefore, you could get a product of similar quality for less money.

Look at generic drugs and health products. They are usually a little bit cheaper because they do not carry a brand name on them, but they can be satisfactory for you to use.

Weigh all the strengths and weaknesses of the products you are comparing. Then select the one that is safest, most economical for what you are getting, and the most effective.

There are two kinds of drugs: prescription and over-the-counter drugs. Prescription drugs are sold only with a doctor's prescription. Some states allow generic drugs (no brand) to be sold. They must have the same ingredients as the more expensive brand-name drugs. Ask your doctor to state on the prescription that you can have the generic drug instead of the brand-name one.

Over-the-counter drugs have grown in popularity because a lot of people have become their own doctors and are spending a lot of money on drugs sold over the counter in the drug store and in other stores. They may not need these drugs and are wasting their money. And it may keep a person who is really sick from going to a doctor until it is too late.

Be sparing in your use of over-the-counter drugs. If you do use them sometimes, be sure to read the label. They must have directions on them that tell you how to use them. These drugs do not require a doctor's prescription. Examples of these drugs are aspirin, cough medicine, cold medicine, salves for various ailments like arthritis, sore muscles, etc.

Some rules to remember about drugs:

Don't take any drug unless you have to.

Don't use any drug for a long time unless your doctor says you can.

Know what kind of drug you are taking.

Follow the directions on the label exactly.

Don't take any over-the-counter drug without your doctor's permission if you have an allergy or serious illness.

If a paper comes in the box with the drug, it's part of the directions. Keep it and read it.

If you think you are having a reaction to a drug, call the doctor. Stop using the drug.

When you buy a drug, make sure the date is on it. Clean out the medicine cabinet regularly. Old drugs become ineffective and can be dangerous.

Don't drink alcohol if you are taking drugs, especially tranquilizers or sleeping pills. They are dangerous together.

Buy only enough medicine for your present need.

Keep all drugs out of reach of children.

Student Information

UNIT PRICING

Unit pricing is a quick way to tell how much a product costs for a certain unit, like a gram, an ounce, a liter, a square foot, etc. It gives prices in common units for certain products so that you can compare without having to figure it out yourself. You will find these prices on the shelf below the product. You may find two brands of soap, one at 70 cents for 198 g (7 oz.) and one at 77 cents for 198 g (7 oz.). The unit pricing shows that the first cake costs .0035 cents for 1 g or .10 cents for 1 oz. The second cake costs .0038 cents for 1 g or .11 cents for 1 oz. The second cake is more expensive than the first one per unit.

Student Self-Check
BUYING HEALTH AND
GROOMING PRODUCTS

Directions: Answer the following questions.

1. Product A contains 300 ml (10 oz.) and costs \$1.59. Product B, containing 473 ml (16 oz.) costs for \$1.99. Which product is the better buy?
2. Name two safety factors to consider when judging a product.
3. Name two factors concerning the effectiveness of a product to consider when judging a product.
4. Name two factors of economy to consider when judging a product.
5. What are generic drugs and grooming products?
6. What are the two kinds of drugs? What is the difference between them?

Student Self-Check

KEY

1. Product B
2. Is a warning printed on the label?
What ratings were given to the product by the Food and Drug Administration?
What ratings were given to the product by consumer publications?
What ratings were given to the product by doctors, druggists, and dentists?
Are you allergic to any of the ingredients?
3. Ratings of the Food and Drug Administration
Ratings of consumer publications
Ratings of doctors, dentists, and druggists
Does it have the essential ingredients?
4. Look at prices per unit of different brands
Use coupons and refunds to save money
Can you use the product before the expiration date?
Look at generic products
Compare different sizes of the same brand
Does a lower-priced product have the same ingredients as a higher-priced one?
5. Generic products are those without brand names. They usually are a little cheaper.
6. Prescription drugs--sold only with a doctor's prescription
Over-the-counter drugs--do not need a doctor's prescription

HUMAN DEVELOPMENT

PROBLEMS WITH DRUGS AND ALCOHOL

INTRODUCTION

The abuse of drugs and alcohol is a major problem for today's society. Some people use drugs and alcohol as a social tool--to be accepted by their peers or the so-called "in crowd." Others use drugs and alcohol to escape their problems. It doesn't take long for a person to become dependent on drugs and alcohol. Many lives are ruined or ended every day as a result of alcohol and drug abuse. In this module, you will learn about drugs and alcohol, their effects on the body and how to deal with the problems they cause.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about the problems with drugs and alcohol, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, DRUGS AND ALCOHOL, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. RESEARCH the questions on Student Information, OPERATION AWARENESS, pp. 3-4, in a reference provided by your instructor,
(and/or) _____.
2. VIEW the filmstrip(s), provided by your instructor, about the use and abuse of drugs and alcohol,
(and/or) _____.
3. LISTEN to resource persons tell about (1) health problems caused by drug and alcohol abuse, (2) legal problems connected with the use of drugs and alcohol, and (3) social and emotional problems resulting from drug and alcohol abuse,
(and/or) _____.
4. DISCUSS the information in Student Information, HOW TO PREVENT AND TREAT DRUG ABUSE, pp. 5-6, with classmates,
(and/or) _____.
5. CHECK YOUR KNOWLEDGE by completing Student Self-Check, DRUGS AND ALCOHOL, pp. 6-7.
6. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front cover.

Student Information**OPERATION AWARENESS**

Directions: Research the following questions using the reference suggested by your instructor. Write your answers on a separate sheet of paper. Check your answers against those provided by your instructor.

1. Define the term "drug."
2. Find the difference in the terms "drug use," "drug misuse," and "drug abuse" as described by the United States government.
3. There are two types of drug addiction: physical and mental. Describe each.
4. List common symptoms of withdrawal from a physically addictive drug.
5. List common discomforts felt by a person who stops using a mentally addiction drug.
6. List the dangers of smoking.
7. List common withdrawal symptoms of a person who quits smoking.
8. How does alcohol affect the body?
9. Make and complete a chart like the one following:

KINDS OF DRUGS		
Drugs	Effects on Body	Dangers Associated With Their Use
NICOTINE		
ALCOHOL		
DEPRESSANTS		

Drugs	Effects on Body	Dangers Associated With Their Use
STIMULANTS		
NARCOTICS		
HALLUCINOGENS		
MARIJUANA		

10. List some of the reasons people use drugs.

Student Information

HOW TO PREVENT AND TREAT DRUG ABUSE

The best treatment of drug abuse is prevention. And the best time to start prevention is with young children.

Ways to Help Prevent Drug Abuse

1. Teach young children the proper use of drugs.
2. Set a good example for children and young people.
3. Provide an environment of love and understanding.
4. Encourage physical and intellectual activities that focus on the health and well-being of the body and the mind.
5. Accept people for who they are. Help them feel important so they won't need a drug to make them feel important and accepted.
6. Know about the growth and development of children. Be understanding of the social, emotional, and physical problems that are typical of each age.
7. Discipline with love. Be fair and consistent. Promote trust and security. Do not expect children to behave perfectly. A home with too much or too little discipline is one from which a young person may wish to escape through drugs.
8. Promote good citizenship.

Recognizing Symptoms and Signs of Drug Use

Behavioral changes occur in people due to normal growth and development throughout life. Changes in behavior also happen because of drug usage. Sometimes it is hard to determine whether unusual behavior is from a natural cause or from drug usage. For example, drugs usually decrease sexual response. As you read

the symptoms of drug abuse, keep in mind that no one symptom is necessarily an indication of abuse. Remember that symptoms are not proof of abuse. Other situations may cause the same symptoms that drug abuse causes. Proof of drug abuse should be based on fact. Study the following effects of drug usage.

1. Nicotine causes:
 - Faster than normal heartbeat.
 - Elevated blood pressure.
 - Nagging cough.
 - Shortness of breath.
 - Bad breath.
2. Alcohol causes:
 - Stimulation in early stages.
 - Physical depression in later stages.
 - Personality changes.
 - Bad breath.
 - Intoxication and staggering.
3. Depressants (barbituates, tranquilizers, "downers") cause:
 - Symptoms of alcohol intoxication with one important exception: no odor of alcohol on the breath.
 - Staggering and stumbling.
 - Unexpected falling asleep.
 - Drowsiness.
 - Dazed state of mind.
 - A lack of interest in school and family activities.
4. Stimulants (amphetamines, cocaine, "speed," "bennies," "uppers") causes:
 - Dilated pupils.
 - Dry membranes of the mouth and nose.
 - Bad breath.
 - Frequent licking of lips.
 - Long periods without sleeping and eating which may cause malnutrition.
 - Irritability, argumentativeness, nervousness.
 - Difficulty in sitting still.
 - Exhaustion.
 - Depression.
 - Hallucinations.

5. Narcotic substances (heroin, morphine) cause:

- Drowsiness.
- Constricted eye pupils.
- Redness and rawness of the nostrils (if drug is inhaled).
- Scars located on the inner surface of the arms and elbows (if drug is injected).
- The narcotic abuser often leaves syringes, bent spoons, eye droppers, cotton and needles in lockers at school or hidden at home.

6. Marijuana use causes:

- Animated appearance with rapid, loud talking and bursts of laughter in the early stages of intoxication.
- Sleepiness or stupor in the late stages.
- Dilated pupils.
- The marijuana user sometimes has burnt rope odor on clothing or breath.
- Remnants of marijuana, either loose or in partially smoked "joints," in clothing or possessions.

7. Hallucinogen (LSD, STP, DMT, THC) causes:

- Dream or trance-like state.
- Fear and terror which makes the user attempt to escape.
- Distorted sense of sight, hearing, touch, body-image, and time.
- Changes in mood and behavior.
- Unexpected flashbacks of drug's effect without further use of the drug.

8. Glue sniffing (or other vapor-producing solvents) causes:

- Odor of the substance on breath and clothes.
- Excess nasal secretions.
- Watery eyes.

- Poor muscular control.
- Drowsiness or unconsciousness.
- Increased preference for being with a group rather than being alone.
- The glue sniffer may store plastic or paper bags or rags containing dry plastic cement or other solvent at home or in locker at school or work.

What to do When Drug Abuse is Suspected

1. Do not panic.
2. Seek professional help such as that from a doctor, counselor or law enforcement official.
3. Keep the lines of communication open with the user.
4. Maintain a sense of trust. Many people who experiment with drugs do not continue to use them.
5. Avoid stereotyping. Some persons think all adolescents use drugs when they hear of a few cases of drug abuse.
6. Avoid scare or threat tactics. Give honest and accurate facts about drug abuse.

Student Self-Check

DRUGS AND ALCOHOL

Directions: Answer the following questions on a separate sheet of paper. Check your answers against those provided on p. 8.

1. Define the following terms:
 - a. Drug use
 - b. Drug misuse
 - c. Drug abuse

2. List three common symptoms of physical addiction withdrawal.
3. List two common discomforts felt by a person who stops using a mentally addictive drug.
4. The best treatment of the drug abuse problems is _____.
5. List four ways to help prevent drug abuse.

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Student Self-Check**ANSWERS****DRUGS AND ALCOHOL**

1.
 - a. Drug use is "taking a drug for its intended purpose, in the appropriate amount, frequency, strength, and manner."
 - b. Drug misuse is "taking a substance for its intended purpose, but not in the appropriate amount, frequency, strength, and manner."
 - c. Drug abuse is "deliberately taking a substance for other than its intended purpose, and in a manner than can result in damage to the person's health or ability to function."
2.
 - dizziness
 - nausea
 - headaches
 - sweating
 - shaking
 - cramps
3.
 - nervousness
 - irritability
 - mental distress
4. Prevention
5.
 - Teach young children the proper use of drugs.
 - Set a good example for children and young people.
 - Provide an environment of love and understanding.
 - Encourage physical and intellectual activities that focus on the health and well-being of the body and the mind.
 - Accept people for who they are. Help them feel important so they won't need a drug to make them feel important and accepted.

--Know about the growth and development of children. Be understanding of the social, emotional, and physical problems that are typical of each age.

--Discipline with love. Be fair and consistent. Promote trust and security. Do not expect children to behave perfectly. A home with too much or too little discipline is one from which a young person may wish to escape through drugs.

--Promote good citizenship.

HUMAN DEVELOPMENT

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS

INTRODUCTION

Sexual development is a natural part of growing up. Puberty is the name given to the period during which human beings become capable of reproduction. A lot of changes take place in a young person during this period. In this module you will learn the parts and functions of the male and female reproductive systems and how conception takes place.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a test about the male and female reproductive systems, answer the questions.
- (2) Given a test about conception, answer the questions.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheets, MALE AND FEMALE REPRODUCTIVE SYSTEMS and CONCEPTION, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

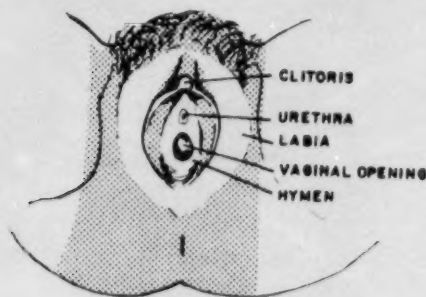
1. READ and STUDY Student Information, TERMINOLOGY RELATING TO THE FEMALE REPRODUCTIVE SYSTEM, pp. 3-4,
(and/or) _____.
2. COMPLETE Student Self-Check, IDENTIFYING THE PARTS OF THE FEMALE REPRODUCTIVE SYSTEM, pp. 4-5.
3. READ and STUDY Student Information, TERMINOLOGY RELATING TO THE MALE REPRODUCTIVE SYSTEM, pp. 6-7,
(and/or) _____.
4. COMPLETE Student Self-Check, IDENTIFYING THE PARTS OF THE MALE REPRODUCTIVE SYSTEM, pp. 8-9.
5. VIEW a filmstrip about the parts and functions of the male and female reproductive systems provided by your instructor,
(and/or) _____.
6. PLAY "Call-Out Bingo" with a group of class members according to the directions of your instructor,
(and/or) _____.
7. READ and STUDY Student Information, CONCEPTION, pp. 10-11,
(and/or) _____.
8. VIEW a filmstrip about conception provided by your instructor,
(and/or) _____.
9. COMPLETE Student Self-Check, CONCEPTION, p. 12.
10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information**TERMINOLOGY RELATING TO THE FEMALE REPRODUCTIVE SYSTEM**

A basic knowledge of terms related to the female and male reproductive systems is necessary in order to understand the remainder of this module and the modules on reproduction.

"Genitalia" (Jen-ih-TALE-yuh) or "Genitals" (Jen-ih-TALS), meaning the sex organs (especially the external organs), is a word that you will see often. It refers both to male and female organs. Pubic (PYOO-bik) is also a word you should know. It refers to the lower part of the body around the genital area.

Other terms relating to the female reproductive system are given below.

**Labia (LAY-be-uh)**

--The external, fleshy folds of skin which cover and protect the genital area.

Clitoris (KLIT-uh-ris)

--A small organ in the front of the pubic area where the labia meets. It is extremely sensitive to stimulation.

Urethra (u-REE-thruh)

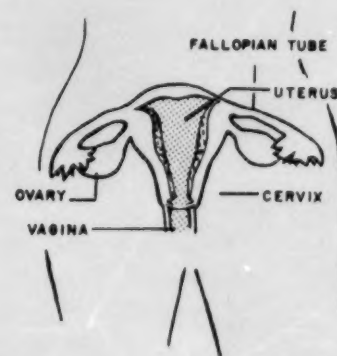
--The passage from the bladder to the outside of the body. It is located between the clitoris and the vaginal opening.

Vagina (vih-JY-nuh) or vaginal (va-JIN-al) opening

--The birth canal; the only outside opening into the internal reproductive organs.

Hymen (HY-men)

--A narrow fold of tissue which may cover the entrance of the vagina. It is the dividing line between the external and the internal female reproductive organs. This tissue is easily stretched and torn. The presence of the hymen does not represent virginity. Its absence does not mean that a female has had sexual intercourse.

**Cervix (SIR-vicks)**

--The lower part of the uterus (womb) that projects into the vagina. It is sometimes referred to as the mouth of the womb or the neck of the uterus.

Uterus (YOO-ter-is)

--Sometimes called the womb. It is a pear-shaped, muscular reproductive organ which holds the fertilized egg during pregnancy. This organ has the ability to increase greatly in size during pregnancy and return to its smaller size following the birth of the baby.

Fallopian (fa-LOW-pee-an) tubes or oviducts

--The two small tubes that branch from either side of the upper parts of the uterus and extend into the cavity of the uterus. The fallopian tubes are lined with tiny hair-like projections which help the egg through the tubes toward the uterus. When conception occurs, it generally takes place in the outer one-third of the fallopian tubes.

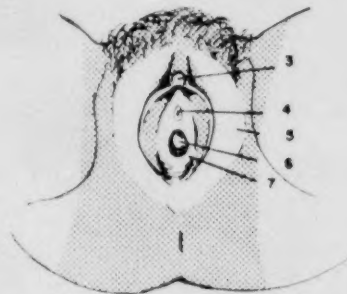
Ovary (O-vry)

--A female has two ovaries, one located on each end of the fallopian tubes. The two almond-shaped sex glands perform the following functions:

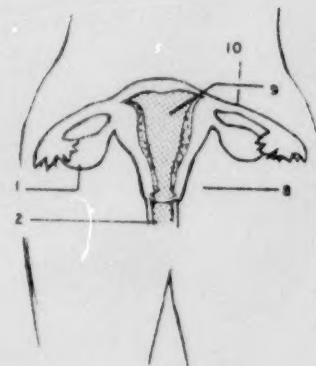
- (a) Produce female hormones called estrogen and progesterone,
- (b) Hold thousands of egg cells called ova which are present from birth, and
- (c) Release a ripened ovum, usually monthly. This release is called ovulation.

Female Reproductive Organs

Cervix
Clitoris
Fallopian tubes
Hymen
Labia
Ovaries
Urethra
Uterus
Vagina
Vaginal opening

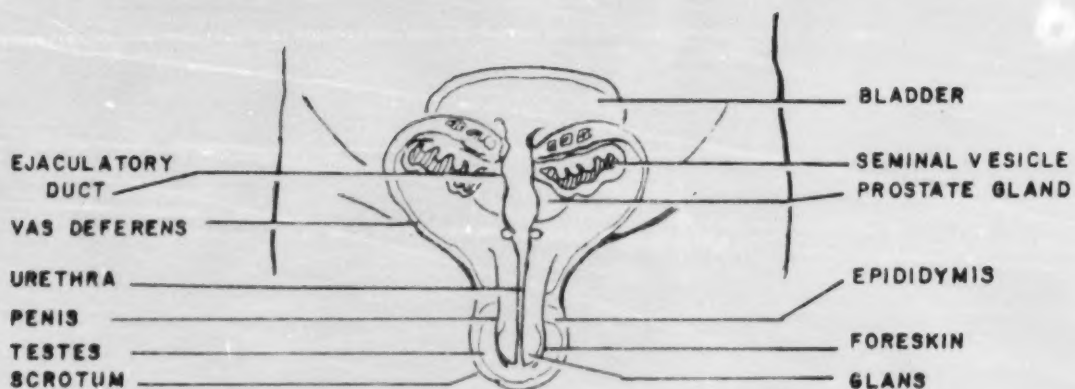
**Student Self-Check****IDENTIFYING THE PARTS OF THE FEMALE REPRODUCTIVE SYSTEM**

Directions: Number a sheet of paper from 1-10. Beside the description of each reproductive part (on p. 5), write its name. Then, locate the part on the illustration and write its number beside the name. Check your answers against the ones provided on p. 13.

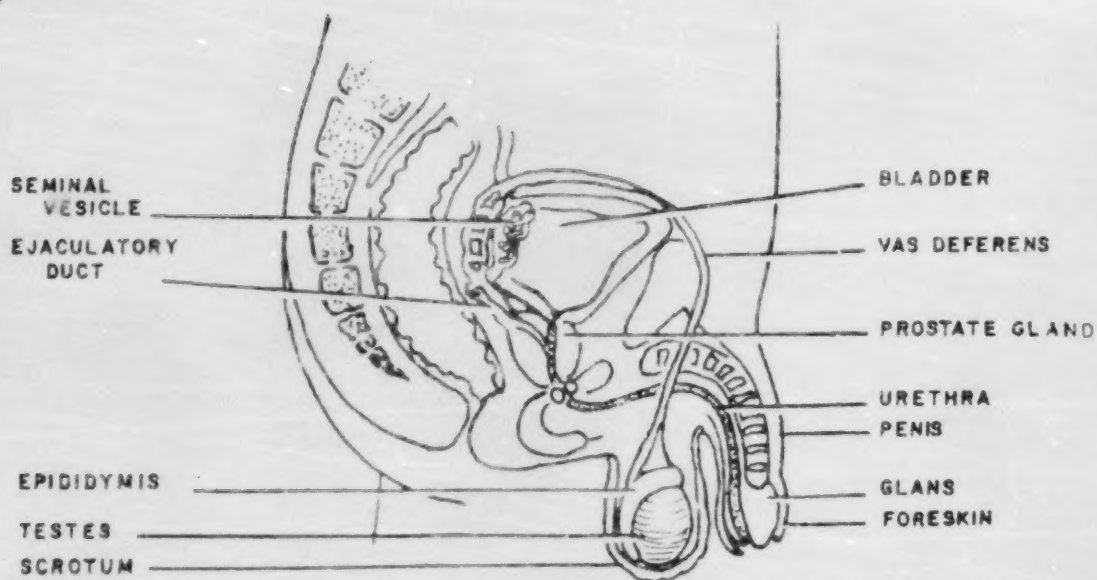


<u>Description</u>	<u>Name</u>	<u>Number</u>
1. The lower part of the uterus that extends down into the vagina is the	_____	_____
2. The opening from the bladder is called the	_____	_____
3. The opening from the outside of the body into the internal reproductive organs is the	_____	_____
4. The pear-shaped organ (womb) that expands during pregnancy is the	_____	_____
5. The outer folds of flesh which cover and protect the genital area are called the	_____	_____
6. The female reproductive glands are the	_____	_____
7. The organ located where the labia meets and is extremely sensitive to stimulation is the	_____	_____
8. The tube (oviduct) which transports the ripened and released egg to the uterus is the	_____	_____
9. The female reproductive part that is called the birth canal is the	_____	_____
10. The narrow fold of tissue which may encircle the vaginal opening is called the	_____	_____

Student Information

TERMINOLOGY RELATING TO
THE MALE REPRODUCTIVE SYSTEM

FRONT VIEW



SIDE VIEW

Penis (PEE-nis)

--The cylinder-shaped organ filled with spongy tissue and located on the outside of the body. The penis is the part of the male genitalia which enters the female's vagina during sexual intercourse. It is also the outlet used for urination.

Glans (GLANZ)

--The end of the penis is called the glans. It is a very sensitive area. There is a fold of skin covering the glans called the foreskin. The foreskin is often removed by surgery at birth for religious or sanitary reasons. This is called circumcision.

Scrotum (SKRO-tum)

--The muscular sac of wrinkled skin located behind the penis. It is covered with fine hair and hangs between the thighs. The scrotum covers and protects the testes.

Testes (TESS-teez) or testicles (TESS-tih-k'ls)

--The two male reproductive glands which are enclosed in the scrotum. The testes perform the following functions:

- (a) Produce sperm, the male cells of reproduction, and
- (b) Produce testosterone (tes-TOS-ter-own). This is the male hormone which is responsible for the male sexual drive. It also causes the development of male characteristics such as facial hair, chest hair, underarm hair, pubic hair, and voice change.

Epididymis (ep-uh-DID-uh-mus)

--The tiny balloon-like structure on the top and back of the testes. It contains a twenty-foot length of tubing which is a passageway for sperm. Contraction

of the tubes inside the testes move the sperm from the testes into the epididymis. The sperm mature in the epididymis, taking up to six weeks for this process.

Vas Deferens (vas-DEF-uh-renz)

--The two tubes leading from the epididymis of each testes to one of the seminal vesicles.

Seminal vesicles (SEM-ih-nul VEH-sih-k'ls)

--The two pouch-like structures behind the bladder. The sperm are stored in the seminal vesicles. The seminal vesicles produce a milky-looking solution which gives the sperm extra energy.

Prostate (PRAHS-tayt) Gland

--The structure that is located below the bladder and surrounds the upper part of the urethra. This gland secretes a material which is mixed with the milky-looking solution from the seminal vesicles to form semen. The semen protects and aids the sperm in their movement.

Ejaculatory Duct

--The small tube connecting the outlets of the seminal vesicles. This duct enters the urethra where it passes through the prostate gland.

Urethra (yu-REE-thruh)

--The passage from the bladder to the outside of the body. In the male, it runs through the penis. It serves the male in two ways: to pass urine and to transmit sperm.

Student Self-Check**IDENTIFYING THE PARTS OF THE
MALE REPRODUCTIVE SYSTEM**

Directions: Number a sheet of paper from 1-10. Beside the description of each reproductive part, (on p. 9), write its name. Then, locate the part on the illustration and write its number beside the name. (There may be more than one drawing of some of the parts.) Check your answers against those provided on p. 13.

Male Reproductive Organs

Ejaculatory duct

Epididymis

Foreskin

Glans

Penis

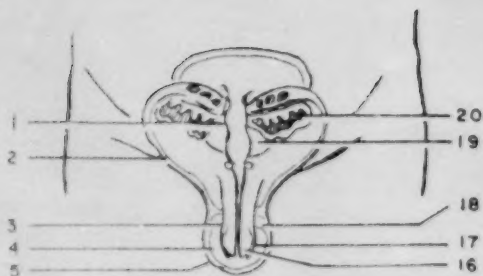
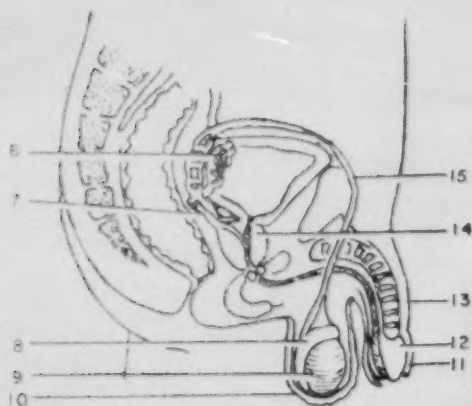
Prostate gland

Scrotum

Seminal vesicles

Testes (testicles)

Vas deferens

*FRONT VIEW**SIDE VIEW*

<u>Description</u>	<u>Name</u>	<u>Number</u>
1. The part of the male that covers and protects the male organs which produce the sperm is the	_____	_____
2. Sperm are formed in the	_____	_____
3. Newly formed sperm accumulate (while they mature for possibly up to 6 weeks) in the	_____	_____
4. The male sex part that penetrates the female during sexual intercourse is	_____	_____
5. The area where sperm are stored. This area also produces a solution which gives sperm extra energy. It is the	_____	_____
6. The part of a male sex organ which is removed surgically for religious or sanitary reasons is the	_____	_____
7. The organ at the base of the bladder which forms semen and surrounds the urethra is the	_____	_____
8. A very sensitive part of the penis is the	_____	_____
9. The tubes that lead from the epididymis of each testis to one of the seminal vesicles is the	_____	_____
10. The male sex organ which connects the outlets of the two seminal vesicles is the	_____	_____

Student Information

CONCEPTION

Glossary of Terms

Egg--the female sex cell that is produced by the ovaries. It is also referred to as the ovum. (The plural of ovum is ova.)

Sperm--the male sex cell that is produced by the testes. Each sperm cell is 0.050 mm (0.002 inch) long. It has a cone-shaped head. The top of the head is filled with enzymes (EN-zymes). The enzymes are substances that break down the outside layers of the ovum so that the sperm can fertilize it. The sperm cell also has a long tail that helps it to move forward.



The illustration is 6000 times its actual size.

Endometrium--the lining of the uterus.

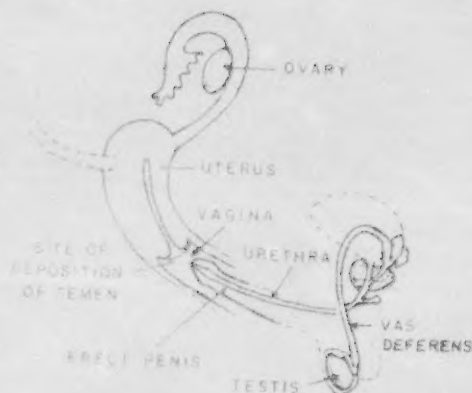
Embryo (EM-bree-oh)--the fertilized ovum during the first three months of pregnancy.

Ovulation

Ovulation (AH-vyoo-LAY-shun) occurs in females approximately once a month from puberty until middle age (menopause). Ovulation is the release of an egg, or ovum, from the ovary. The egg travels from the ovary through the fallopian tube to the uterus. This trip takes about seven days.

Fertilization

During sexual intercourse the penis is inserted into the vagina and millions of sperm are deposited near the mouth of the uterus.

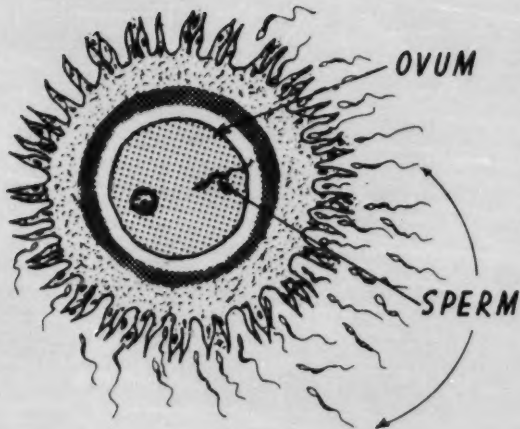


Conception (con-SEP-shun)--the process in which the male sperm joins the female ovum. This is the start of pregnancy. It is also called fertilization.

Semen (SEE-mun)--the fluid that moves the sperm through the male sex organs and is ejaculated (discharged) during intercourse.

Implantation--the process in which the fertilized egg attaches to the lining of the uterus.

The sperm move very rapidly in all directions. Some of the sperm will enter the uterus and proceed up through the fallopian tubes. This journey takes many hours and sometimes even several days. If there is an ovum in a fallopian tube during this time, a sperm cell can easily reach it. Enzymes that are in the top of the head of the sperm will then dissolve the outer layers that protect the ovum.



Implantation

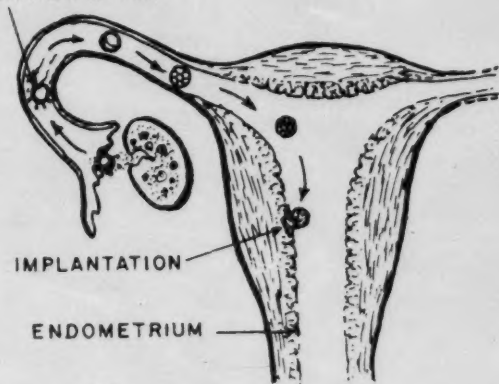
After the ovum is fertilized, it continues its trip through the fallopian tubes. The cell is constantly dividing into many cells during this time. It will take it about four days to reach the uterus. The lining of the uterus, called the endometrium, has been preparing itself for pregnancy. The fertilized ovum will attach itself to the endometrium. This process is called implantation. The implanted cells, called an embryo, will grow and develop in the uterus during pregnancy.

The ovum is usually about one third down the fallopian tube when this occurs. It is then possible for the sperm to enter the ovum. When the sperm and ovum are united, conception or fertilization occurs and pregnancy has begun. Only one sperm is needed to fertilize an ovum.

The period of time that an ovum is in the correct location for fertilization is about twenty-four hours. However, sperm may live in the fallopian tubes for several days before the ovum is in the tube. The time period in which conception could occur, then, is often several days.

Pregnancy can occur even if the penis is not actually inserted into the vagina. If semen is ejaculated close to the vaginal opening, the sperm can make their way up through the vagina, the uterus, and the tubes.

FERTILIZATION



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Student Self-Check**CONCEPTION**

Directions: Write the answers to the following fill-in-the-blank questions on a separate sheet of paper. Check your answers against those provided on p. 13.

1. The release of an ovum from the female ovary is called _____.
2. During sexual intercourse the _____ is inserted into the vagina.
3. When a sperm unites with an ovum, fertilization has occurred. This process is also called _____.
4. _____ sperm fertilize(s) an ovum.
5. The period of time that an ovum is in the correct location for fertilization is about _____.
6. The process in which the fertilized ovum attaches itself to the endometrium is called _____.
7. _____ in the top of the head of the sperm break down the outside layers of the ovum so that the sperm can fertilize it.
8. The fertilized ovum during the first three months or pregnancy is called an _____.

Student Self-Check

ANSWERS

**IDENTIFYING THE PARTS OF THE
FEMALE REPRODUCTIVE SYSTEM**

1. Cervix 9
2. Urethra 4
3. Vaginal opening 2, 6
4. Uterus 10
5. Labia 5
6. Ovaries 1
7. Clitoris 3
8. Fallopian tube 11
9. Vagina 8
10. Hymen 7

Student Self-Check

ANSWERS

**IDENTIFYING THE PARTS OF THE
MALE REPRODUCTIVE SYSTEM**

1. Scrotum 5, 10
2. Testes 4, 9
3. Epididymis 8, 18
4. Penis 3, 13
5. Seminal vesicles 6, 20
6. Foreskin 11, 17
7. Prostate gland 14, 19
8. Glans 12, 16
9. Van deferens 2, 15
10. Ejaculatory duct 1, 7

Student Self-Check

ANSWERS

CONCEPTION

1. Ovulation
2. Penis
3. Conception
4. One
5. Twenty-four hours
6. Implantation
7. Enzymes
8. Embryo

HUMAN DEVELOPMENT

METHODS OF BIRTH CONTROL

INTRODUCTION

Anyone who has made a decision to be sexually active should consider birth control measures. Couples must use some form of contraception to protect both male and female from the problems of unwanted pregnancies. Unwanted pregnancy is a serious and growing problem among teenagers. It is especially on the increase with 13-15 year olds. Girls this age are neither physically nor emotionally prepared for childbirth and motherhood. Males, too, are affected by this problem. They must be equally concerned with preventing it. In this module you will learn about the natural, mechanical, chemical, and surgical methods of birth control.

Before you start to work on this module, be sure you have completed module HD-6, "The Parts and Functions of the Human Reproductive Systems." Then complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about the methods of birth control, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, BIRTH CONTROL METHODS, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. READ Student Information, BIRTH CONTROL METHODS, p. 3-11.
(and/or) _____.
2. VIEW a filmstrip on birth control provided by your instructor. DISCUSS the filmstrip with a large or small group of students,
(and/or) _____.
3. COMPLETE Student Self-Check, BIRTH CONTROL, p. 12.
4. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front cover.

Student Information

BIRTH CONTROL METHODS

Any person who has sexual intercourse and does not want to have children must use some method of birth control (contraception). "Birth control" means to limit pregnancy. It also includes ending a pregnancy on purpose.

There are four types of birth control methods.

Natural methods include those methods in which no chemicals or mechanical devices are used:

- abstinence
- rhythm
- temperature
- ovulation
- withdrawal

Mechanical methods include the following devices:

- diaphragm
- intrauterine device (IUD)
- condoms (rubbers)

Chemical methods include the following:

- the "pill"
- spermicides

Surgical methods include the following:

- induced abortion
- tubal ligation
- laparoscopy
- vasectomy

The chart beginning on page 4 shows the various types of birth control methods. They are listed from the most effective to the least effective method. An explanation of each and its advantages and disadvantages are provided.

Need for Birth Control

Most husbands and wives use some form of contraception because: (1) they may not want any children; (2) they may want to wait awhile before having children; or (3) they may want to space their children.

Statistics show that many teenagers are sexually active. The number of pregnancies among teenagers shows that they either do not know about birth control or they do not practice what they know. Unwanted pregnancy is on the increase, especially with 13-15 year olds. Girls this age are neither physically nor emotionally prepared for childbirth and becoming a mother. Males are also affected by this problem and should be equally concerned with preventing it.

Females who regularly practice some type of birth control method have only an eleven percent (11%) chance of becoming pregnant. Any healthy, young female who has sexual intercourse regularly and uses no birth control method has an eight out of ten chance of getting pregnant sooner or later.

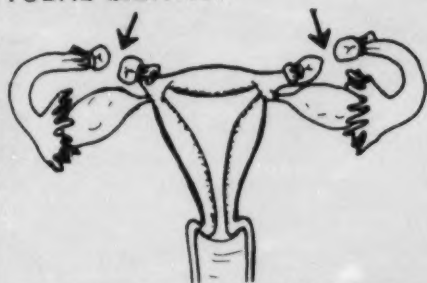
How Contraception Works

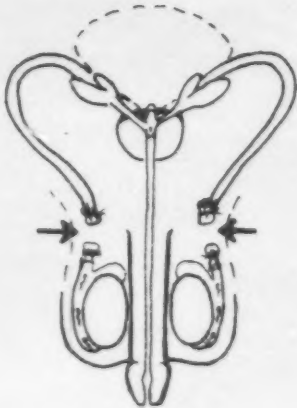
During sexual intercourse, the male ejaculates (releases semen through the penis) into the female vagina. If the sperm (male sex cell) in the semen reaches the ovum (female sex cell), it fertilizes the ovum. This meeting of egg and sperm is called "conception."

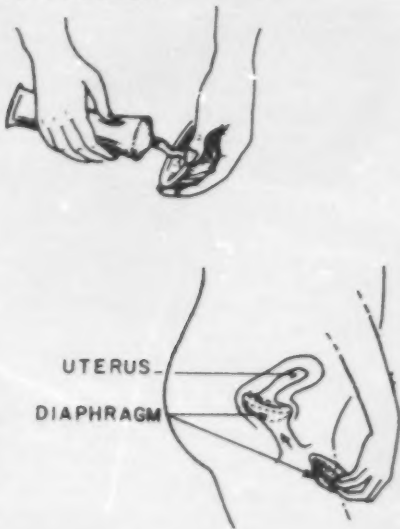
Contraceptives prevent the sperm from reaching the ovum. Couples should know that pregnancy can occur without complete penetration of the penis into the vagina. Sperm can live and can travel for hours to reach the ovum.

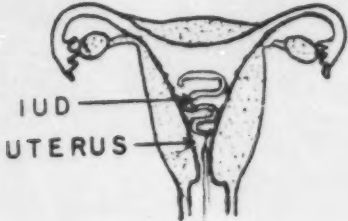
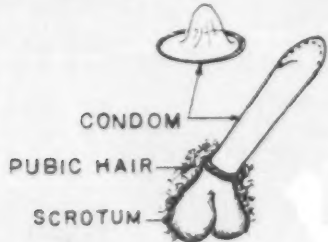
The type of birth control method chosen must be determined before sexual intercourse. Both partners should discuss and decide in advance what method will be used. Then the method must be followed exactly according to directions.

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
ABSTINENCE	Refraining from sexual intercourse is called abstinence. Abstinence is practiced by sexually inactive persons and members of certain religious groups.	--Pregnancy cannot possibly occur.	--Abstinence is not an acceptable decision for many people.	100%	100%
INDUCED ABORTION	This is a surgical method in which the pregnancy is ended by vacuum or suction curettage, dilation and curettage (D and C), saline injection or intrauterine instillation. It is used only when one of the other methods of birth control has failed and the female wants to end the unwanted pregnancy.		--It requires a hospital stay.	100%	100%
TUBAL LIGATION	This is a surgical method in which the female's fallopian tubes are cut and tied to prevent the ovum from being fertilized by the sperm.		--It requires a hospital stay. --Operations to reverse the procedure are not usually successful.	near 100%	near 100%



BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
LAPAROSCOPY	This is a surgical method in which the female's fallopian tubes are sealed. This prevents the ovum from being fertilized by the sperm.	--It is done under local anesthetic in the doctor's office.	--Operations to reverse the procedure are not usually successful.	near 100%	near 100%
VASECTOMY	 This is a surgical method in which the male's vas deferens are cut and tied (ligated). This prevents sperm from being ejaculated. Tests should be performed following the surgery to make sure there are no sperm present.	--It can be performed in the doctor's office.	--Operations to reverse the procedure are not usually successful.	near 100%	near 100%
THE PILL (oral contraceptive)	This is a chemical method in which a pill is taken regularly to prevent an ovum from leaving an ovary.	--It can be obtained free or at low costs from the local health department or Planned	--It requires a doctor's prescription and periodic check-ups.	99.6%	96

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
		Parenthood; otherwise, a prescription is necessary and pills must be paid for. --It is easy and convenient. --It makes the female's menstrual periods more regular.	--A few females have side effects (weight gain, nausea, etc.). Known serious problems are possible, but rare. Studies are still being done to determine the effect of long-term use.		
DIAPHRAGM  UTERUS— DIAPHRAGM—	This is a mechanical method. A thin, cup-shaped rubber device is inserted into the vagina before intercourse. It is positioned to cover the mouth of the uterus. This keeps the sperm from entering the uterus. A special contraceptive cream or jelly which kills sperm must be used with the diaphragm.	--It cannot be felt by either partner. --There are no side effects. --Insertion can be a routine part of bedtime preparation.	--It may become dislodged. --There must be a doctor's prescription and periodic check-ups for fit. --It must be left in place 6-8 hours following intercourse.	97%	83%

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
INTRAUTERINE DEVICE (IUD) 	This is a mechanical method. A device is placed inside the uterus and left there for an indefinite length of time. It creates a condition in the uterus that hinders pregnancy.	--There is nothing to do at the time of intercourse. --There is no daily routine to go through to insure pregnancy prevention.	--It must be inserted by a doctor. --There may be some initial pain. --Many women take a few months to adjust. --A few women will expel the device. --Menstrual flow is usually heavier and some women have spotting between periods.	97-99%	95%
CONDOM (rubbers, safes, prophylactic) 	This is a mechanical method in which the skin-tight sheath is fitted over the erect penis prior to intercourse.	--It is easy to obtain. --It can be carried in a purse or wallet. --It is disposable. --It offers protection against V.D.	--Care is needed to prevent it from slipping off. --It could be old and might break during intercourse unless purchased from	97% When used with spermicides: 99+	90% 95

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
			reliable drug counters. --It may interfere with love-making by decreasing sensation. --Some women find it dry and irritating to the vaginal tissues.		
SPERMICIDES (vaginal foams and suppositories)	This is a chemical method. The spermicide is inserted into the vagina before intercourse. It forms a protective coating over the mouth of the uterus. The spermicide kills the sperm. (This method combined with the use of the condom is 99% effective.)	--It is easy to get. --It is easy to insert. --It helps protect from infections passed sexually.	--It must be applied just before intercourse. --It is sometimes messy since it leaks from the vagina. --A few people, both male and female, have allergic reactions.	97%	78%

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
RHYTHM (CALENDAR)	This is a natural method. It requires that intercourse be abstained from during the time of the month when a women ovulates. (See Module HD-5, "Menstruation" for information on the period of ovulation.)	—It doesn't cost anything. —It is acceptable to religious groups that prohibit other methods.	—It takes a long time to determine the safe period. —Illness or stress could throw off the menstrual cycle and the time of ovulation. --The couple must cooperate and have intercourse only at safe times of the month. —It requires record keeping.	87%	70%
TEMPERATURE METHOD	This is a natural method. It requires that the female keep a daily record of her temperature. The female body temperature drops slightly at ovulation. Over a period of months a regular pattern is usually shown	--It doesn't cost anything. --It is acceptable to religious groups that prohibit other methods.	--Very accurate records must be kept daily. —The couple must cooperate and have intercourse only at safe times of the month.	87%	lower than correct use %

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
	on the records. The couple abstains from intercourse at the indicated time of ovulation. Often the rhythm and temperature methods are used together to serve as a double-check on ovulation.		—The menstrual cycle could be affected by different body conditions.		
OVULATION METHOD	This is a natural method. The female watches for changes in the mucous released by the cervix. When she ovulates, a special type of mucous shows up. She keeps a record of the day that this happens. Over a period of time a pattern is established. The couple abstains from intercourse at the time of ovulation. (The rhythm, temperature, and ovulation methods are used simultaneously by some couples to increase the effectiveness. If there	--It doesn't cost anything. --It is acceptable to religious groups that prohibit other methods.	--Very accurate records must be kept. --The couple must cooperate and have intercourse only at safe times of the month.	75%	lower than correct use %

BIRTH CONTROL METHODS	EXPLANATION	ADVANTAGES	DISADVANTAGES	EFFECTIVENESS*	
				CORRECT USE	ACTUAL USE
	is a sign of ovulation according to any of the three methods, the couple should not have intercourse.)				
WITHDRAWAL	During intercourse, the male withdraws his penis from the vagina just before ejaculation.	--It costs nothing. --No devices are required.	--The male cannot always tell the exact moment he should withdraw. --It is sometimes frustrating to both parties. --Even one drop of semen is loaded with sperm and could cause pregnancy.	84%	77%

*The percentage denotes the average effectiveness of the birth control method based on a survey of persons who actually used the method. This figure indicates that the birth control was not always used correctly. This information was obtained from Planned Parenthood.

Student Self-Check**BIRTH CONTROL**

Directions: Using a separate sheet of paper, number the paper from 1-10. Match the birth control method with its description by writing the letter of the DESCRIPTION beside the number of the BIRTH CONTROL METHOD. Check your answers against the ones provided on p. 13.

BIRTH CONTROL METHOD

1. IUD
2. Rhythm
3. The Pill
4. Spermicides
5. Diaphragm
6. Tubal ligation
7. Induced abortion
8. Vasectomy
9. Condom
10. Abstinence

DESCRIPTION

- A. A thin, cup-shaped device inserted into the vagina
- B. The cutting or tying of the fallopian tubes
- C. Covers the erect penis
- D. Refrain from intercourse
- E. Male sterilization in which the vas deferens are cut and tied
- F. A device inserted into the uterus for an indefinite time
- G. Provides a chemical coating over the mouth of the uterus
- H. Expulsion of the embryo from the uterus
- I. Oral contraceptive
- J. Abstinence from intercourse at time of ovulation

Student Self-Check

**ANSWERS
BIRTH CONTROL**

1. F
2. J
3. I
4. G
5. A
6. B
7. H
8. E
9. C
10. D

HUMAN DEVELOPMENT

VENEREAL DISEASES

INTRODUCTION

VD is the abbreviation for venereal diseases. VD is spread almost entirely through sexual contact. Gonorrhea and syphilis are the most common venereal diseases. In this module you will learn why VD is a public health problem. You will also learn the symptoms of VD, how to prevent VD, and how to seek help in treating the disease.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given questions relating to venereal diseases, answer the questions.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, VENEREAL DISEASES, from your evaluator. Answer the questions. Eighty percent of the questions must be answered correctly.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, TERMS TO KNOW, p. 3,
(and/or) _____.
2. READ Student Information, QUESTIONS ABOUT VD, pp. 3-6, and DISCUSS the
material in a small or large group,
(and/or) _____.
3. VIEW a filmstrip on VD provided by your instructor,
(and/or) _____.
4. COMPLETE Student Self-Check, FACTS ABOUT VD, p. 6.
5. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
6. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

Student Information**TERMS TO KNOW**

The following terms will be used in this module. If you have questions about their meanings after reading this information sheet, ask your teacher.

ANTIBIOTIC - Medicines used to kill certain germs that cause infections.

CERVIX - Part of a woman's body. It is located in the lower part of the uterus (womb) and projects into the vagina.

COMMUNICABLE DISEASE - A disease that can be spread from person to person. A contagious disease.

EGG - The female sex cell. It is also called ovum.

GONORRHEA - A kind of venereal disease sometimes called "the clap," "the strain," "GC," "the whites," "the drip," "the dose," and "morning dew."

GROIN - The area of the body where the thighs attach to the trunk.

HERPES - Herpes is a type of virus. One type of herpes is one of the venereal diseases. It is sometimes referred to as "herpes genitales" or "herpes type 2."

PENIS - The external male organ located in the groin area. It is the part of the male reproductive system that enters the female's vagina during sexual intercourse. It is also the outlet for urination.

SPERM - The male sex cell that is produced in the testes.

SYPHILIS - a kind of venereal disease also called "siff," "pox," "bad blood," and "lues."

TESTES - The male reproductive gland that produces sperm.

URINATION - to get rid of liquid from the kidneys and bladder.

VAGINA - The part of the woman's body that is the outside opening to the reproductive organs.

VENEREAL DISEASES - A communicable disease caused by germs that are spread from person to person, almost always through sexual contacts.

Student Information**QUESTIONS ABOUT VD**

Most people have heard the term "VD" but many are unclear as to what it really is and how it is spread. There is a great deal of poor information concerning VD. The following questions are often asked by students. The answers to these questions should help to clear up misunderstandings.

- 1. What are venereal diseases (VD)?**

Venereal diseases (VD) are caused by germs. They are spread from one person to another almost entirely through sexual contact. VD also has another label, STD, or sexually transmitted diseases.

- 2. How many venereal diseases are there?**

There are a number of venereal diseases. Gonorrhea, syphilis, and herpes genitalis are the three most common.

- 3. Who catches VD?**

Anyone who has sexual contact with an infected person may catch VD. The germs which cause VD are very fragile and can only live a very short time outside the human body.

- 4. Why is it important for you to know about VD?**

Venereal diseases are America's #1 enemy among reported communicable diseases. They kill, cripple, and seriously endanger the mental and physical well-being of millions of people.

5. **What other names are used to refer to gonorrhea?**

Gonorrhea is sometimes referred to as "the clap," "the strain," "U.C.," "the whites," "the drip," "the dose," and "morning dew."

6. **What are the symptoms of gonorrhea?**

In males, the signs of gonorrhea are noticeable. Common symptoms are a burning sensation during urination and a messy yellow-white discharge from the penis.

In females, the signs of gonorrhea are harder to detect. There may be a discharge or burning during urination. There may be sharp abdominal pain with fever. There is often a low white blood count.

7. **How is gonorrhea diagnosed?**

For males, a culture (sample of cells) is taken from the penis. For females, a culture is taken from the cervix. The cultures are sent to a laboratory to find out if gonorrhea is present.

8. **What is the medical treatment for gonorrhea?**

Penicillin (or other antibiotics) is most often given to the infected person. The amount of penicillin given will depend on the severity of the infection.

9. **What are the dangers to health if gonorrhea is not treated?**

--Gonorrhea may cause sterility. It sometimes blocks the passage for the egg cells of the female or the sperm cells of the male.

--Gonorrhea may cause a form of arthritis or a heart condition in the adult.

--Gonorrhea can be passed from a mother to her newborn baby as it

passes through the birth canal. Special drops are usually put in the eyes of the newborn baby to prevent possible damage to the eyes from gonorrhea.

10. **What are the common slang terms for syphilis?**

Syphilis is sometimes referred to as "siff," "pox," "bad blood," and "lues."

11. **What are the symptoms of syphilis?**

There are three stages of the syphilis infection.

First stage: From ten to ninety days after exposure, a painless sore (called a chancre) may develop at the site of the infection. The sore does not hurt and will go away. This does not mean that the disease has gone away or has been cured.

Second stage: In one to three months, an infected person may have a fever, a rash, a sore throat, aches, hair loss, and/or enlarged glands. Second stage symptoms also disappear without treatment. Because these symptoms are so much like other illnesses, many people do not realize that they have syphilis.

Third stage: From two to twenty years after contracting syphilis, the disease may cause paralysis, heart disease, blindness, insanity, deafness, and even death.

12. **How is syphilis diagnosed?**

A blood sample and a scraping of the sore are sent to a laboratory to find out if syphilis is present.

13. **What is the medical treatment for syphilis?**

Penicillin is most often used for treatment. Syphilis can be treated

and cured at any stage, but the damage already done to the body cannot be repaired.

14. What are the dangers to health if syphilis is not treated?

--In late stages syphilis may cause paralysis, heart disease, blindness, insanity, deafness, and even death.

--A pregnant woman can transfer syphilis germs to her unborn baby. If the mother is treated early in pregnancy there probably will be no spread of syphilis. A baby who contacts syphilis from its mother may be very small. It may be covered with sores or crippled due to bone damage. It may have pneumonia, meningitis, kidney disease, or a combination of these.

--Symptoms may not show up at birth, but serious eye damage may develop in childhood and cause blindness. Teeth may be deformed. Deafness, nerve damage, and insanity may occur due to the mother's transfer of syphilis to the child.

15. What other names are used to refer to herpes?

The herpes germ is also called herpes genitalis and herpes type 2.

16. What are the symptoms of herpes?

A cluster of small painful, fluid-filled blisters occur about two to twenty days after sexual contact with an infected person.

In males, the blisters usually appear first on the penis. They may appear on the thighs, buttocks, or in the groin area.

In females, the blisters usually attack the inside of the vagina or the cervix. Blisters may appear on the thighs, buttocks, or in the groin area.

The infected person may feel sick and feverish. The blisters dry up and

go away, but the virus germs move to the body's nerve cells.

Sometimes herpes never shows up again. However, in some people, intercourse, nervous excitement, fever, sunburn, and/or the start of a menstrual period may start the herpes once more.

17. How is herpes diagnosed?

A doctor can tell if a person has herpes by looking at the blisters.

18. What is the medical treatment for herpes?

Herpes is a stubborn disease. Medical treatments may be given to treat it, however, there is no permanent cure available now. A new drug, acyclovir, is presently being tested by the Food and Drug Administration. This appears to be a promising cure and will perhaps be on the market by 1982.

19. What are the dangers to health if herpes is not treated?

--A pregnant woman having an active case of herpes should have her baby by cesarean section in order to prevent the baby from contacting herpes. An infant could die or suffer brain damage due to herpes infection.

--Although it is not known whether herpes causes cancer, many women who have herpes also have cancer of the cervix.

20. Where do you go for help?

Anyone who thinks he/she has a venereal disease, should go to a doctor or a public health clinic right away. Public health services are free. In most states persons over sixteen years of age do not have to have parental permission for treatment.

21. How do we stop VD?

We can keep VD from spreading by knowing the symptoms and getting treatment immediately.

Personal hygiene before and after sexual contact can help prevent spreading VD.

Avoid sexual contact except with partner known to be free of VD. If a person has sexual contact with several people, he/she has a greater chance of catching VD.

Wearing a condom (rubber) protects both the male and the female. It protects the man if the woman is infected, and it protects the woman if the man is infected.

Anyone who has VD, should report all persons with whom he/she has had sexual contact with to public health authorities. Those persons will be notified that they could possibly have VD and advised about treatment.

Student Self-Check**FACTS ABOUT VD**

Directions: Using a separate sheet of paper, number the paper from 1-12. Match the terms and phrases with the descriptions by writing the letter of the DESCRIPTION beside the number of the TERMS AND PHRASES. Check your answers against the ones provided on p. 7.

TERMS AND PHRASES

- ___ 1. Third stage of syphilis
- ___ 2. Penicillin
- ___ 3. Condom (rubber)
- ___ 4. Symptoms of gonorrhea common to both sexes
- ___ 5. Clap, drip, morning dew, GC
- ___ 6. Syphilis
- ___ 7. A symptom of gonorrhea in women

- ___ 8. The first symptom of syphilis
- ___ 9. Gonorrhea
- ___ 10. Venereal diseases
- ___ 11. Lues, bad blood, pox
- ___ 12. Herpes genitalis, herpes type 2, or herpes

DESCRIPTIONS

- A. Serious communicable diseases usually spread by sexual contact.
- B. Slang terms used when referring to syphilis.
- C. May cause sterility by blocking the passage of the egg cell of the female or the sperm cell of the male.
- D. A burning sensation during urination.
- E. Sharp abdominal pain with fever.
- F. Treatment for gonorrhea and syphilis.
- G. Slang terms used when referring to gonorrhea.
- H. Diagnosed by taking a blood sample.
- I. A painless sore at the site of the infection.
- J. Heart disease, blindness, insanity, or death.
- K. Used to protect both partners against VD during sexual intercourse.
- L. A cluster of painful, fluid-filled blisters occurring on the VD infected genitalia.

Student Self-Check

ANSWERS

FACTS ABOUT VD

1. J
2. F
3. K
4. D
5. G
6. H
7. E
8. I
9. C
10. A
11. B
12. L

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HUMAN DEVELOPMENT

CHILDREN'S ROUTINES

INTRODUCTION

Assisting young children with daily routines is an important part of child care. It is through this training process that children learn to do things for themselves. In this module you will learn to assist a child with washing hands, brushing teeth, bathing, dressing, and with bedtime routines.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a child, soap, towel, water, and a wash basin, assist the child with washing hands.
- (2) Given a child, a toothbrush, toothpaste, and water, assist the child with brushing teeth.
- (3) Given a child, a tub with water, soap, washcloth, and towel, assist the child with bathing.
- (4) Given a child and articles of clothing, assist the child with dressing.
- (5) Given a situation in which a child is ready for bedtime, assist the child with bedtime routines.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Ask your evaluator to provide actual or case situations for checking out. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ Student Information, CHILDREN'S ROUTINES - PERSONAL CARE, p. 3.
With your classmates, MAKE a list of safety precautions for each routine activity,
(and/or) _____.
2. READ about helping children learn how and when to wash their hands in Student Information, WASHING HANDS, p. 3,
(and/or) _____.
3. READ about helping children learn how and when to brush their teeth in Student Information, BRUSHING TEETH, p. 4,
(and/or) _____.
4. READ about helping children learn to bathe themselves in Student Information, BATHING, p. 4-5,
(and/or) _____.
5. READ about helping children learn to dress themselves in Student Information, LEARNING TO DRESS, p. 5-6,
(and/or) _____.
6. READ about children's bedtime routines in Student Information, BEDTIME ROUTINES, p. 6.
(and/or) _____.
7. COMPLETE Student Self-Check, CHILDREN'S ROUTINES, p. 7,
8. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information**CHILDREN'S ROUTINES -
PERSONAL CARE**

Good personal care habits can be developed easily if they become a natural part of the daily routine. Children's personal care routines develop around activities such as washing hands, brushing teeth, bathing, and dressing.

Routines provide guidelines for children to know what they are responsible for and what is expected of them. Good personal care habits can be learned in a short time if the child is ready to learn. The parent or caregiver must be patient, consistent, and willing to teach the child. Teaching is done by having the child repeat the activity day after day and by giving the child instructions on how to carry out each activity. Once personal care habits become a part of the routine, they can be done in an orderly and pleasant way with little or no frustration and conflict.

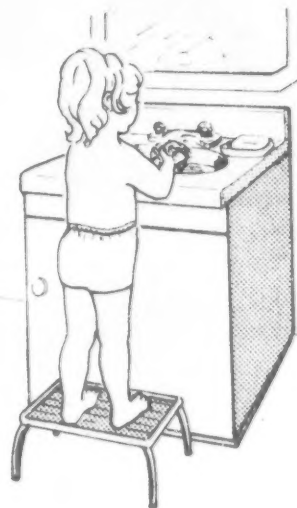
The parent or caregiver should avoid having too many hard-and-fast rules about how to do each activity. A child should have some choices and feelings of freedom. Routines should help the child to become secure and comfortable as well as responsible.

Student Information**WASHING HANDS**

Children should be taught to wash their hands after using the toilet, before and after meals, and after play in which their hands get dirty or messy. A place should be provided for the children to wash their hands. If a sink is too high for a child to reach, a box or stool can be used to stand on. The following guidelines will help you teach children to wash their hands.

3. Demonstrate how to lather, rinse, and dry the hands.
4. Allow the child to wash hands, instructing the child as necessary during the procedure.
5. Watch the child during the whole handwashing procedure.
6. Praise the child and provide any necessary instructions to remember the next time.
7. Show the child how to clean up the area, such as letting out the water, hanging up the towel, or pushing the box or stool under the sink.

Go through this procedure each time you want the child to wash his/her hands until it becomes a habit with the child.



1. Provide a towel and soap.
2. Provide water. If the child is older, show her/him how to get warm and cold water.

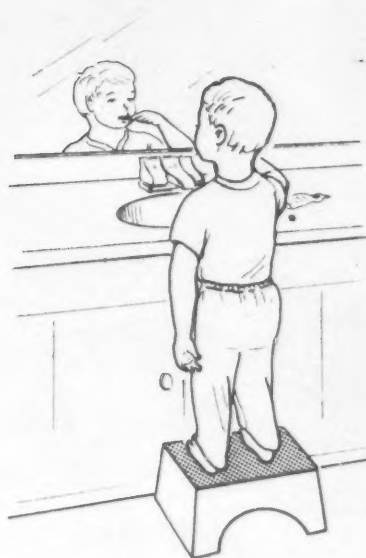
Student Information**BRUSHING TEETH**

Teeth need to be cared for at an early age to help avoid tooth decay. Therefore, it is important to teach children to brush their teeth. The teeth should be brushed after each meal and again at bedtime, if food has been eaten since the last brushing.

Children around two years of age are ready to begin learning to brush the teeth. At this age children like to imitate (do what others do). This is a good time to buy a small, soft-bristled toothbrush and begin teaching the child to brush the teeth. In learning to brush the teeth the child may go through stages of eating the tooth-paste, carrying the toothbrush around, and swallowing rather than spitting when rinsing the mouth.

Between three and four years, a child will be able to brush his/her teeth with very little help. When actual brushing begins, the following steps may be followed.

1. Provide an area which the child can easily reach such as a box or stool at the bathroom sink.
2. Help the child with toothbrush and toothpaste.
3. Show the child how to brush his/her teeth.
4. Allow the child to brush his/her teeth.
5. Finish brushing the child's teeth after allowing her/him to practice. After the child learns how to brush, this step is not necessary.
6. Show the child how to rinse his/her mouth.
7. Show the child where and how to store the toothbrush and toothpaste.

**Student Information****BATHING**

Bath time can be a time of fun for children and their parents or caregivers. A child usually takes a regular bath each evening before bedtime. In the winter months when children have a tendency for dry skin, tub baths are recommended only every two or three nights. Sponge baths can be given instead.

Having a regular time and routine for bath time usually helps it to proceed smoothly. The child should not be rushed, should be allowed to do as much of the bathing as possible, and should be also allowed privacy. The following guidelines for assisting a child with bathing may be followed.

1. Let the child help with the preparation for the bath by getting a towel and washcloth, clean night clothes, etc., while you prepare the tub or bath water.
2. Let the child undress, helping as necessary.

3. Help the child into the tub.
4. Help the child wash the face and neck using a mild soap.
5. Instruct the child to wash the front of the chest, the tummy, the legs and the feet with the soapy washcloth.
6. Finish washing the front of the child's body; then wash the back. (By age six, most children will be able to reach and wash all over their bodies.)
7. Help the child to wash the genital area carefully.
NOTE: Do not use too much soap in the genital area of little girls. The tissues are very delicate and sensitive. Soap sometimes makes the area burn and sting.
8. Help the child out of the tub onto a bath towel.
9. Let the child dry with the towel. Help dry hard-to-reach areas.
10. Help the child to get dressed, if help is needed.

CAUTION: Do not leave a child unattended during bath time. The child could fall in the tub, become unconscious, and drown.



Student Information

LEARNING TO DRESS

Learning to dress oneself requires the ability to use large and small muscles. Eye-hand coordination is also important. The child learning to dress needs to be able to see what has to be done. He/she must use eyes and hands in order to accomplish a task such as putting a button through a buttonhole. After the skill has been mastered, it is no longer necessary to "see and do" at the same time.

Children learn how to undress themselves before they learn to dress themselves because the skills are easier. The time to begin self-dressing skills is usually between eighteen months and two years of age. Readiness for dressing will be indicated when the child wants to try to put on clothing.

Children need to learn the names for articles of clothing and for the parts of their body before, or as, they learn to dress themselves. To help with this, you should give verbal instruction, such as, "Put your arm in the armhole." Let the child follow your directions and give plenty of time to accomplish the task.

To make it easier for a child to learn to dress, buy clothing that promotes self-help. The following list of features should be considered when buying children's clothing.

- Front openings
- Elastic waist on pants
- Zippers
- Pull-on garments
- Socks without heels
- Stretchy fabrics
- Large armholes
- Easy-to-distinguish front and back

When helping a child to dress, the following guidelines may be followed:

1. Supervise or help the child to select and assemble appropriate clothing.

2. Let the child attempt to put on underwear and other clothing without help. Provide help as necessary.
3. Help with difficult snaps, buttons, zippers or other fasteners.
4. Help with socks and shoes as necessary.
5. Praise the child for dressing or attempting to dress self. If clothes are sometimes put on backward and it is not important that they be on correctly, don't redress. Allow the child to feel that he/she has been successful in dressing.



Student Information

BEDTIME ROUTINES

Assisting with the bedtime routine can be difficult for the parent or caregiver. To establish this routine a combination of firmness and flexibility is required. The child's requirements for sleep, the age, and family situation will determine the routine. Trial and error may be necessary for the parent to make the best decision.

Children need a routine to follow at bedtime. If they are secure in this routine, bedtime will not be a struggle between the parent and the child to see who will win.

Parents should not give in to bedtime demands by the child. They should be firm in getting the child to bed and making him/her stay there. This is a good time for a parent-child talk, reading a bedtime story, or listening to soft music.

Bedtime should be a pleasant time and the child should feel safe. Some children are afraid at night. A dim night light or a stuffed animal or favorite blanket may give more security.

The room's temperature should be comfortable for the child to sleep. It should be cooler than in the daytime, but there should be no drafts.

Some children cannot go to sleep unless they are in their own bed. Others do not want to go to bed alone. Some children want to sleep in their parents' bed. Parents should give positive guidance in helping the child establish a routine that is acceptable to all.

Student Self-Check**CHILDREN'S ROUTINES**

Directions: On a separate sheet of paper answer the following questions. Check your answers against those provided on p. 8.

1. What is a good way to develop good personal care habits in children?
2. List three examples of personal care habits that should be a part of the child's routine.
3. What two factors determine whether or not personal care habits become a natural part of the child's routine?
4. When should a child wash her/his hands?
5. What factor suggests that two-year-olds are ready to learn to brush their teeth?
6. Which is easier to learn--dressing or undressing?
7. Name three common bedtime and sleep problems that children sometimes have.

Student Self-Check**ANSWERS****CHILDREN'S ROUTINES**

1. Make good personal care activities a natural part of the daily routine so they become habits.
2. --Washing hands
--Brushing teeth
--Bathing
--Dressing
3. --Child's readiness to learn
--Parent's or caregiver's patience, consistency, and willingness to teach
4. --After using the toilet
--Before and after meals
--After activities in which the hands are dirty or messy
5. Two-year-olds like to imitate others.
6. Undressing
7. --Will sleep only in own bed or refuses to sleep in own bed
--Will not go to sleep while alone
--Will not stay in bed
--Slips into parent's bed
--Has fears of the night

HUMAN DEVELOPMENT

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN

INTRODUCTION

Play is a valuable activity. It promotes the physical, mental, social and emotional growth and development of children. Toys, play equipment, and play materials are the tools of play. Playthings should meet the growth and development needs of children. They should be safe and of good quality. In this module you will learn the value of play, the toys for different ages of the preschool years, and the factors to look for when choosing toys, play equipment, and play materials. You will also learn how ordinary household items and supplies can be used for children's toys and play activities.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about the value of play and about choosing toys, play equipment, play material, and play areas for preschool children, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. READ about the value of play in a reference provided by your instructor,
(and/or) _____.
2. VIEW the filmstrip, provided by your instructor, about the importance of play.
DISCUSS the information learned with classmates,
(and/or) _____.
3. READ Student Information, DIFFERENT TOYS FOR DIFFERENT AGES OF THE
PRESCHOOL YEARS, pp. 3-4,
(and/or) _____.
4. COMPLETE Student Self-Check, PLAY FOR PRESCHOOLERS, p. 5.
5. STUDY Student Information, FEATURES TO LOOK FOR WHEN CHOOSING
PLAYTHINGS, pp. 5-6,
(and/or) _____.
6. READ Student Information, HOMEMADE TOYS, PLAY EQUIPMENT, AND PLAY
MATERIALS, pp. 6-8,
(and/or) _____.
7. PARTICIPATE in a workshop about toys, play equipment, and play materials for
preschoolers. Your instructor will provide information for this activity,
(and/or) _____.
8. READ Student Information, PROVIDING PLAY AREAS, pp. 8-9,
(and/or) _____.
9. COMPLETE Student Self-Check, CHOOSING PLAYTHINGS AND PLAY AREAS
FOR PRESCHOOL CHILDREN, p. 9.
10. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
11. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

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Student Information**DIFFERENT TOYS FOR DIFFERENT AGES OF THE PRESCHOOL YEARS**

There is no complete and exact list of toys for different ages. Children vary widely in interests and in skills and abilities. The following chart has a few suggestions for suitable toys usually enjoyed at different stages of development during the preschool years. These toys provide for the varied interests, skills, and abilities of each age level.

From the time a child begins to use a given toy, his/her interest will carry through more than one age period. For example, a child begins to play with a ball when very young and continues throughout childhood, but the value and skill development involved in playing with a ball changes from age to age. In the chart, the toy is mentioned in the age group in which interest in it is likely to first appear. The chart can be used as a general guide for choosing toys for preschool children.

AGE OF CHILD	STAGE OF DEVELOPMENT	SUITABLE TOYS
TWO-TO THREE-YEAR OLDS	--Play mostly alone and beside others rather than with them (parallel play). --Are always on the move. --Like to pretend. --Are gaining muscle control. --Are interested in everything. --Always seem to want the toy the other child has. --Play longer with one toy than when younger. --Repeat and imitate. --Are interested in colors.	- Playdough - Paint - Rope swing - Small slide - Rocking boat - Balance beam - Easy puzzles - Housekeeping toys - Clothes for dress-up
THREE-TO FOUR-YEAR OLDS	--Begin to really play with others (<u>associative</u> play). --May have an imaginary friend. --Are learning to share and take turns. --Use large muscles well and are gaining control of small muscles.	- Tricycle - Beanbags - Climbing towers - Hammer and nails - Magnet

AGE OF CHILD	STAGE OF DEVELOPMENT	SUITABLE TOYS
	--Like "make-believe" and have trouble knowing the difference in the real and the make-believe. --Are becoming more aware of the world outside the family. --Are beginning to dress themselves. --Have longer attention spans.	- Water play toys - Sandbox - Blunt scissors - Large crayons - Paper and paste - Puppets - Clothes and toys for "make-believe" - Record player with records - Blackboard and chalk - Set of farm animals and equipment - Doctor and nurse kit - Cash register - Peg boards
FOUR-THROUGH FIVE-YEAR OLDS	--Continue to develop and improve muscle use. --Have excellent balance. --Are very active. --Are creative with blocks and art materials. --Are very sociable. --Can dress themselves. --Like to talk. --Are boastful and bossy. --Usually make friends of the same sex. --Like books, especially ones with silly stories. --Have established left- or right-handedness	- Jump rope - Throwing games - Matching picture games - Swing - Slide/seesaw - Wheelbarrow - Climbing bars - Counting frame - Village sets - Trucks/cars - Airplanes

Student Self-Check**PLAY FOR PRESCHOOLERS**

Directions: Answer the following questions on a separate sheet of paper. Check your answers against those provided on p. 10.

1. List five values of play for children.
2. List four suitable toys for children in each of the following age groups.
 - c. Two-year-old to three-year-old
 - d. Three-year-old to four-year-old
 - e. Four-year-old through five-year-old

Student Information**FEATURES TO LOOK FOR
WHEN CHOOSING PLAYTHINGS**

Most children today have many playthings. A visit to a toy store or looking through a toy catalog can give you a picture of the many toys and play equipment and materials that are being manufactured. Some of these playthings are excellent for a child's learning, while others may have little value and would be a bad choice for a child. Some are even dangerous for children.

When choosing toys, play equipment, and play materials for a child, ask yourself the following questions:

- Is the item safe?
- Does the item promote growth and development for the child it is being chosen for?
- Can the plaything be used in several ways?
- Is the item durable and long-lasting?
- Will you, or another adult, have to help the child use it?
- Is the item worth the money it costs?

Safety

Several factors should be considered for safe toys, play equipment, and play materials. The plaything should:

- Have no small, removable parts when being selected for an infant or young child. Many deaths are caused each year from children choking on parts of toys that have come loose.
- Have smooth, rounded edges to prevent cuts.
- Be nonflammable.
- Be free of toxic paint.
- Be easily cleaned.
- Have a "UL" seal (Underwriter's Laboratories) if electrical. The seal indicates that the toy has been tested for safety of all electrical parts and operations.
- Be easily stored in the available space.

Promote Growth and Development

Playthings chosen for the child's age level, stage of development, and interest encourage their use in play. The following points should be considered in order to promote growth and development of the child. The plaything should:

- Be as free of details as possible. This encourages the child to be creative and to use the item in a variety of ways.
- Be pleasing to the touch.
- Be attractive and pleasing in color.
- Be stimulating enough to encourage a child to do things for himself/herself.
- Be easily manipulated. Consider whether or not the child can use the plaything alone or would need a grown-up to help.
- Encourage cooperative play with playmates.

- Be versatile. Playthings should be useful in more than one way, so they can be played with more frequently and encourage creativity. Versatility also makes a plaything worth its price.

Durability

Toys and play equipment should be durable. They should withstand much wear and tear in order to be used over a period of time. In order to be durable, the item chosen should:

- Be well-constructed.
- Be free of loose or damaged parts.
- Be free of sharp or rough edges.
- Work as it was intended to.

After Choosing the Plaything

In order to keep the the child safe from harm and to increase the life of the play item, keep in mind the following points:

1. Read and follow the directions. If a toy or piece of equipment has directions for assembling or operating, be sure to read and follow those directions. The safety of your child may be at stake if you do not read the information and follow the instructions provided by the maker of the toy or piece of play equipment.
2. Spot-check toys and equipment occasionally for minor damage. Repairs can be made to prevent further damage that could lead to an accident.
3. Discard and/or replace badly damaged toys or equipment. Playthings that are beyond repair should be removed for the child's safety. If the item is a child's favorite or provides much enjoyment, you may want to replace it.
4. Provide reasonable storage for the playthings. Having an appropriate

storage space tends to increase the life of the item. It also prevents accidents from scattered toys.

5. Don't leave indoor toys and equipment outdoors overnight. Weather conditions and dew can result in damage to the playthings. This may eventually lead to broken parts that could cause an accident.

Student Information

HOMEMADE TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS

Toys, play equipment, and play materials are needed for a child's learning. Toys do not have to be expensive or store bought. Many toys and play equipment can be made from items found in and around the home.

Children enjoy homemade playthings. Some also enjoy helping to make them. Many hours of fun and learning can be spent in playing with household and homemade items.

Care must be taken to provide items that are safe for the child according to the age and level of understanding. For example, you should never allow an infant or young toddler to play with an item that has small removable parts. A young child does not understand the danger of putting things in the mouth, ears, or nose. It is necessary for caregivers to guard the child's safety and well-being by providing safe and appropriate playthings and activities.

Homemade Toys

There are many household items that can be used as toys for children. When selecting such items for a child to play with, be sure to check for sharp edges and any other unsafe features. Some household items are complete without having to be changed to make a toy.

The following list includes household items that children enjoy playing with. The age of the child determines the safety of these items for appropriate playthings.

- pots and pans
- wooden spoons
- empty boxes
- rubber canning rings
- plastic storage containers that can be stacked or nested
- clothespins
- funnels for sand and water play
- clothes sprinkler for water play
- cookie cutters for mud play or an actual cookie recipe
- flour sifter for sand play
- sieves or strainers for sand and water play
- corks for water play
- bolts and nuts
- magnets
- magnifying glass
- empty thread spools
- shoe boxes
- old clothing for dress-up activities
- old binoculars
- brooms
- clothesline for jump rope
- pot covers or lids for cymbals
- large cardboard boxes
- coffee can with plastic lid for a drum
- buckets and baskets

Toys can be constructed for children using scrap pieces of material and other household items. Homemade toys include some of the following:

- stuffed animals
- rag dolls
- sock dolls
- bean bags
- scrapbooks
- picture books and practice books
- puzzles
- card games
- scrap lumber blocks
- cigar box doll beds

- fabric balls
- yarn balls and animals
- puppets

Homemade Equipment

Items found in and around the home can be converted into play equipment for children. Such items include the following:

- old tires for swings
- boxes for cars, tables, puppet house, doll house
- berry crates for doll beds
- rope and board for a swing
- barrels
- boards and blocks for a balance beam
- old furniture for a playhouse
- sawhorse and a smooth board for a seesaw
- sandbox

Play Materials from Household Items

Creative play materials can be made with ingredients from the kitchen. Such play materials include:

- finger paint
- paste
- play dough

Other items found around the home that can be used by the child for creative activities include:

- potatoes, carrots, turnips, that can be used for block printing
- paper and scissors for paper cut-ups, such as snowflakes and paper dolls
- grocery bags for puppets, masks, scrapbook pages
- sweet potatoes, carrot tops, and seeds for growing
- macaroni for a necklace
- nylon stockings for masks and puppets
- paper plates for masks, puppets, and hats
- salt and oatmeal boxes for making doll cradles or cars

- egg cartons for a sorting box or for making things such as a caterpillar or a bat
- old newspapers for papier mache' and pasting
- old magazines for cutting and pasting
- cardboard tubes for making binoculars, animals, and people
- paper cups for art and science activities
- popsicle sticks for construction activities

Some household items are good to have on hand for use in creative play activities. These include:

- Crayons
- pencils
- glue or paste
- paper, plain and construction
- scissors
- tape
- paint
- food coloring
- pipe cleaners

Many ideas for making toys, play equipment, and play materials can be found in craft books and children's magazines. Allowing the child to participate in making a toy or piece of play equipment encourages learning. Providing play materials that the child can use to make things encourages creativity. Many hours of entertainment can be provided by inexpensive household items, homemade toys, and play equipment and materials.

Student Information

PROVIDING PLAY AREAS

Helping around home is a valuable play experience. Working with parents or caregivers makes a child feel needed and also helps the child understand adult roles. But a child needs to have a special space set aside for playing and for storing toys and play equipment and materials. The indoor play area may be in the child's bedroom or in the family

room or basement or it may be just a corner of a room. Outdoor play areas may be in a safe area of the yard. The outdoor play area should provide fresh air, sunlight, shade, and a place for digging, rolling, running, and water play. Look around your home for suitable space for indoor and outdoor play.

The following points should be considered when deciding on play areas for a child:

- Ease of supervision
- Suitable floor coverings
- Storage for the toys, equipment, and materials
- Quiet play
- Large muscle activities

Ease of Supervision

The indoor or outdoor play area should be located within your view if the child is a preschooler or younger. This allows supervision without interfering with the child's play. Make sure the area is free of danger. It should also be of sufficient size to accommodate play equipment safely.

Suitable Floor Coverings

A low pile carpet provides a soft area for sitting and crawling. It also makes the floor warmer during winter months. A large blanket might be used on tile or wood floors for this purpose.

When the child is painting, pasting, or involved in water play, a washable floor covering is more suitable for easy clean-up. A large piece of oil cloth may be used on the floor if an uncarpeted area is not otherwise available.

Storage for the Playthings

Toys need to be arranged and stored in a way that will be safe and that will encourage creativity and responsibility. They need to be easy for the child to find and near the play area. Shelves, drawers,

closets, and toy boxes are used for storing playthings. Low shelves are considered to be the best storage space for children because the toys can be seen and chosen quickly. Putting the toys away is also easier since the child will know where to put them.

Use drawers to store small or flat items. Put low shelves in closets for storing toys and equipment. Otherwise, the closet can become an unorganized storage place. Shelves can easily be made of concrete blocks and boards. They can be made the height, width and length needed. A toy box means digging or dumping toys out, which is also unorganized and sometimes frustrating to the child when a toy cannot be found easily. Drawers, closets, and toy boxes may mean mashed or pinched fingers. Caution the child.

Having a place to put away playthings is important. Providing such an area teaches the child to be organized and to pick up and put away toys and equipment after play is over.

Quiet Play

There should be an area that the child can look at and read books, listen to music, and be involved in other quiet play activities without being distracted by noise.

Large-Muscle Activities

Large muscle activities involve the use of wheel toys, throwing balls or beanbags, running, hopping, swinging, and jumping. Children need an indoor and/or outdoor play area that will allow for large-muscle play. A yard, local park, a carport, a patio, or a basement may provide for this type of activity.

Student Self-Check

CHOOSING PLAY THINGS AND PLAY AREAS FOR PRESCHOOL CHILDREN

Directions: On a separate sheet of paper answer the following questions. Check your answers against those provided on p. 10.

1. List ten features to look for when choosing toys and play equipment.
2. List four advantages of using home-made playthings.
3. List three points to consider when deciding on a play area for a child.

Student Self-Check**ANSWERS
PLAY FOR PRESCHOOLERS**

1. --Outlet for energy
--Increases the appetite
--Develops concentration
--Develops the mind and body
--Develops skills
--Encourages creativity
--Child learns about the environment
--Outlet for emotions, such as anger, fear, jealousy, and grief
--Develops social skills
--Develops sportsmanship
--Child learns to follow directions and obey rules
2. Refer to the chart in Student Information, DIFFERENT TOYS FOR DIFFERENT AGES OF THE PRE-SCHOOL YEARS, pp. 3-4 of this module, for answers.
2. --Little or no expense
--Found in and around the home
--Child can help to make the home-made toy
--Encourages creativity
--Offers many hours of entertainment
3. --Ease of supervision
--Suitable floor coverings
--Storage for the toys, play equipment, and materials
--Area for quiet play
--Area for active play

Student Self-Check**ANSWERS
CHOOSING PLAYTHINGS AND
PLAY AREAS FOR PRESCHOOL
CHILDREN**

1. --No small, removable parts
--Smooth, rounded edges
--Nonflammable
--Free of toxic paint
--"UL" seal, if electrical
--Easy to store if space is available
--Appropriate for the age it was made for
--Promotes growth and development
--Free of details
--Pleasing to the touch
--Attractive and pleasing in color
--Encourages the child to do things without help (independently)
--Easily manipulated
--Encourages cooperative play
--Versatile
--Durable and well-constructed
--Works as it was intended to

HUMAN DEVELOPMENT

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

INTRODUCTION

People learn to know, understand, and care for each other as they communicate. We usually think of communication as verbal (with words). But we also communicate without words (nonverbally). Communication is a lifelong activity that is continuously taking place. In this module you will learn about verbal and nonverbal communication. You will also learn how to identify levels and patterns of communication that you and others use. And, you will learn positive ways to develop good communication techniques.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about communicating in interpersonal relationships, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, COMMUNICATION, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, COMMUNICATION, pp. 3-4,
(and/or) _____.
2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, COMMUNICATIONS, pp. 4-5.
3. RESEARCH the questions on Student Information, COMMUNICATION WITH OTHERS, p. 5, using a reference provided by your instructor. DISCUSS the answers to the questions with classmates,
(and/or) _____.
4. ROLEPLAY situations that demonstrate levels of verbal communication and the patterns of communication. Your instructor will provide case situations,
(and/or) _____.
5. REACT to Student Information, NONVERBAL COMMUNICATIONS, pp. 5-6. With a group of classmates, DISCUSS the nonverbal communications illustrated. Then COMPILE a list of other nonverbal ways to communicate. SHARE your ideas with the class,
(and/or) _____.
6. READ and STUDY Student Information, LEARNING COMMUNICATION SKILLS, pp. 7-9,
(and/or) _____.
7. LISTEN to a resource person tell about communication methods,
(and/or) _____.
8. CHECK YOUR KNOWLEDGE by completing Student Self-Check, COMMUNICATION LEVELS, PATTERNS, AND SKILLS, p. 9.
9. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front cover.

Student Information

COMMUNICATION

Communication is the process by which messages are exchanged between individuals. It is the basis of all relationships. In any communication there are three components: (1) the sender, (2) the receiver, and (3) the message. Communication has taken place when the message sent by the sender is understood by the receiver.

Communication begins at birth and is a lifelong activity. Communication goes on all of the time. Messages are always being sent, but they may not be interpreted as the sender has intended. Successful communication occurs when the receiver receives and interprets the message correctly. Successful communication has not occurred when the receiver has not understood the message. Communication does not mean that persons agree. It simply means that they understand each other.

Types of Communication

There are basically two ways that messages are communicated: verbally and nonverbally. Verbal communication includes:

- speaking
- tone of voice
- listening
- reading
- writing

Nonverbal communication is often referred to as "body language." It includes:

- hand gestures
- movements of the body
- facial expressions
- eye movement
- posture

Personal appearance and grooming are also types of nonverbal communication because they communicate a person's feelings about self. Selecting and taking

care of your clothing and practicing good grooming habits communicate a message of pride and cleanliness.

Listening As Part of Communication

Listening is as important a part of verbal communication as speaking. There are several types of listeners. Some of these are described in the following paragraphs.

The "careless listener" is the person who half listens. This type of listener catches only bits and pieces of the message being conveyed.

The "narrow listener" hears only what he/she wants to hear.

The "defensive listener" is the person who reads meanings into what is being said and often takes messages as personal insults.

The "active or reflective listener" listens attentively to the message and tries to understand what the speaker is feeling as well as what he/she is saying. The active listener repeats or reflects the message back to the speaker to see if he/she really heard what the speaker said. (The message returned does not include the active listener's judgments or advice. It is just a repeat of the sender's message using different wording.)

"Passive listeners" are those who listen to others and invite them to share more of their feelings and ideas. But they, themselves, don't share their own feelings and ideas.

Obviously one should try to develop some of the listening skills of the active and passive listeners. These skills help a person communicate effectively. It takes effort, practice, and a genuine interest in others to learn these skills.

Barriers to Communication

Sometimes communication fails because there is a confusing message. Communication failure indicates that there are

barriers in the communication process. Barriers may include such personality traits as:

- shyness
- aggressiveness
- sarcasm and cutting remarks
- holding grudges
- gossiping
- jealousy and envy
- laughing at or making fun of others
- bragging
- arguing
- contradicting

These personality factors are barriers because we often feel uncomfortable, defensive, or irritated when we try to communicate with a person having any of these traits. However, when we understand an individual's personality we can often overlook his/her undesirable traits. Understanding people and overlooking undesirable personality traits aid in communication.

There are other barriers in communication besides personality factors. These include social and physical barriers:

- differences in cultures
- differences in ethnic groups and race
- differences in socio-economic levels
- differences in beliefs such as political or religious philosophies
- differences in family structures
- differences in age
- physical appearance, health, and grooming
- the seating arrangement
- noise levels
- acoustics (sound absorption)

When we realize that communication has failed, we should try to eliminate the barrier that caused the breakdown. Some of the barriers are very difficult to overcome. The following points are aids for communicating with others and overcoming some of the barriers.

1. Develop language skills by studying and practicing:
 - correct pronunciation of words

- proper grammar
- correct spelling
- reading for comprehension
- correct use of words (vocabulary)
- penmanship

2. Practice good posture, proper body mechanics, facial expressions, and eye contact.
3. Properly clean and care for personal clothing and shoes.
4. Practice good grooming habits regularly.
5. Develop active and passive listening skills.
6. Work to overcome undesirable personality traits.
7. Strive to understand the feelings and personalities of others.
8. Learn to overlook undesirable personality traits of others.

Student Self-Check

COMMUNICATIONS

Directions: Answer the following questions on a separate sheet of paper. Check your answers against those provided on p. 10.

1. Name the three components in any communication.
2. (True False) Communication goes on all of the time.
3. There are two types of communication: verbal and nonverbal. List three types of verbal communication.
4. Name three types of nonverbal communication.

5. The _____ listener is the person who half listens.
6. The _____ listener is the person who reads meanings into what is being said and often takes messages as personal insults.
7. The _____ listener listens attentively to the message and tries to understand what the speaker is feeling as well as what he/she is saying.
8. The _____ listener listens to others and invites them to share more of their feelings and ideas.
9. List five possible barriers in the communication process.
10. List four points to consider when trying to overcome communication barriers.

Describe the characteristics of each pattern.

Student Information

NONVERBAL COMMUNICATIONS

Directions: Look at the illustrations that follow. On a separate sheet of paper, write down your first impression of what the person in the illustration is saying to you. After you have reacted to each picture, your instructor will assign you to a group of classmates. Share and discuss your reactions. Compile a list of other nonverbal ways to communicate. (Your instructor will provide further instructions for sharing your group's ideas with the class.)



Student Information

COMMUNICATION WITH OTHERS

Directions: Research the following questions using the references suggested by your instructor. Write your answers on a separate sheet of paper. Check your answers against those provided by your instructor.

1. Define the term "communication."
2. Explain the statement: "There is never no communication'."
3. Tell the difference between constructive communication and destructive communication.
4. In Person to Person by Connie Sasse, five levels of communication are identified. Name and describe each.
5. There are five "communication patterns": placating, blaming, computing, distracting, and leveling.





Student Information**LEARNING COMMUNICATION SKILLS**

Communication skills are among the hardest skills we have to learn in life. In order to really communicate we must understand ourselves and what we want to say. And we must understand others and what they want to say. In either case, that is not always easy to do.

In listening to others we must do more than listen to words and watch for body language. We must consciously think through each situation for hidden messages. For example, a little girl may hit her mother and say "I hate you!" when what she really means is, "I need your attention today. Stop what you are doing and give me some of your time and love."

We must do several things to develop communication skills. We must develop speech and language skills and good listening habits. We must also learn to control our body movements and emotions because these affect all of our other communication skills. You may not realize all of the factors that affect the communication process, such as:

- personality
- emotions
- time of day
- health
- grooming habits
- social and cultural differences
- age differences

If you are aware of these factors, you can learn how to overcome them. In the following paragraphs, you will find suggestions for better communication. Study the suggestions and try to use some of them as you communicate with others. Then, analyze how well they worked.

Use "I" messages.

When expressing a dislike for something, use an "I" message. For example, if ten-year-old Jane has clothes scattered all

over her room and you want her to pick up her clothes, you should say: "Jane, I am upset that your clothes are scattered all over your room."

Avoid saying: "You make me upset because your room is cluttered with your clothes."

"I" messages put the responsibility for your feelings on yourself. "You" messages put the responsibility for your feelings on the other person. Blaming others or criticizing others does not help you communicate with them. It usually sets up a barrier in the communication process. It may also set a pattern for other communication.

Develop good personal traits.

As we watch other people we can pick out those who communicate well. Good communicators are persons who treat others like they themselves want to be treated. Good communicators have "empathy" (can put themselves in the other person's shoes). Both of these traits are important for effective communication. They are traits that everyone should work at developing. Family relationships help us begin to develop them. But these traits will have to be consciously practiced in order to become a genuine part of us. There are other traits that help us become good communicators:

- trustworthiness
- honesty
- kindness
- optimism
- fairness
- generosity
- patience
- courage

These traits help us learn to communicate our feelings, wants, and needs. They help us become good listeners. They help us to be concerned about the feelings, wants, and needs of others.

Develop good grooming habits.

Personal appearance often influences how well a person will be able to communicate with others. We cannot control how beautiful we are physically, but we can make sure that we are well-groomed and that our clothes are neat and clean. Good grooming habits should be established when we are very young. However, a conscious effort has to be made daily to stay well groomed. Cleanliness is important for our personal comfort and health as well as making us pleasant to be around. Cleanliness helps make us attractive. A poorly groomed person may set up a communication barrier with others who expect everyone to be clean and well-groomed.

Practice active and passive listening.

"Active listening" is the process of listening to every word that the speaker is saying and then relating the message back to the speaker without involving your own feelings or advice. This type of listening helps you develop empathy and gain insight into how the other person feels. It is also called "reflective listening."

"Passive listening" is the process of listening to and encouraging the other person to say more by such statements as "Tell me more" or "I'd like to hear more about that." This type of listening also helps you develop empathy and insight into how the other person feels. It is the "door-opener" type of listening.

Develop an understanding of others.

We sometimes have trouble understanding others. We can hear what they are saying but sometimes what they say doesn't match what their facial expressions and their body are saying. Some of the following guidelines will help you understand others better.

--Know the growth and development characteristics of people from birth through adulthood. This includes physical, intellectual, social, spiritual, and emotional development. Knowing what to expect from people of different ages will help you communicate more effectively with them.

--Take time to communicate. Building relationships with others takes time. We must set aside a time for communication with family members and friends. The best time to communicate with family members on a one-to-one basis may be after the evening meal when we are not hungry or rushed. This is the "winding down" time of the day. It is also a time when people can relate personal problems and seek advice. It may be good just to have someone listen to what you have to say.

A parent or guardian should be certain that each child in the family is given a chance to tell about his/her day at school or at work. The parents and older family members should also take time to tell what happened to them too. This opens the lines for communication. It encourages self-expression and it also promotes a feeling of self-worth. Every member of the family is important and should feel important.

--Discipline with love. The parent or guardian should show love and affection for each child and family member. When behavior is inappropriate, correction should be given in a positive way. The person should be told a better way to handle poor behavior. The message should be that the person's actions and behaviors may be bad but the person is not.

--Allow each person a time and place for privacy. Sometimes we need someone to listen to what we have to say and at times we need a quiet time to be alone. During this time we can reflect on our feelings and the way that we relate

to others. This is a time for developing our value system and setting goals for ourselves.

--Avoid asking too many questions. Sometimes a person wants to talk but does not want the listener to ask questions or give advice. In this case, the listener should be either a passive or an active listener. This will depend upon the speaker's mood. The listener needs to be attentive and thoughtful.

--Keep confidences. Sometimes a family member or a friend will share personal information with you. You should not relate the confidential information to anyone else. This helps to build trust into your relationship. If the information shared is something that indicates danger to the person's health and well-being, you should talk to the person about solving the problem. This may include the suggestion of talking to another person (a counselor, a clergy-person, or another family member) about the shared confidence.

Continue to learn and develop.

We are continuously learning about the world around us. We should never stop trying to learn to develop new skills. Learning communication skills begins when a baby first cries. During the early months of life, crying is a baby's communication tool. Crying is an expression of the baby's wants and needs. During the preschool years, the child learns to say words. At the same time, the child communicates with facial expressions and body language. During the school years, the child learns to read and to write. This is another type of communication skill. Parents or guardians should support the children as they develop language skills. They should talk to their children and listen to them. They should provide reading materials and go to the library with them.

As children grow into adolescence and

adulthood, they continue to learn new communication techniques. For one thing, they begin to develop self-discipline (or they suffer the consequences of not learning it). They learn to empathize with others. They consciously begin to develop desirable personal traits. Young people do not always see their own need to develop. It is often necessary for the parent or guardian to encourage their children to develop self-discipline and desirable personal traits. Sometimes a teacher is a major influence in a student's development.

Student Self-Check

COMMUNICATION LEVELS, PATTERNS, AND SKILLS

Directions: Answer the following questions on a separate sheet of paper. Check your answers with those provided on p. 10.

1. Name three of the five levels of communication.
2. List three of the five patterns of communication.
3. List four suggestions for developing better communication.

After you have completed this Student Self-Check, discuss the possible answers to the questions with classmates. Define each of the levels of communication and describe each of the patterns of communication. Discuss the suggestions for developing better communication. (Your teacher will lead the discussion.)

Student Self-Check**ANSWERS
COMMUNICATIONS**

1. --sender
--receiver
--message
2. True
3. --speaking
--tone of voice
--listening
--reading
--writing
4. --hand gestures
--movements of the body
--facial expressions
--eye movement
--posture
--personal appearance
--grooming
5. careless
6. defensive
7. active or reflective
8. passive
9. --personality traits
--differences in cultures
--differences in and ethnic groups and race
--differences in socio-economic level
--differences in beliefs (political or religious philosophies)
--differences in family structure
--differences in ages
--physical appearance, health, and grooming
--the seating arrangement
--noise levels
--acoustics
10. --Develop language skills by studying and practicing them.

- Practice good posture, proper body mechanics, facial expression, and eye contact.
- Properly clean and care for personal clothing and shoes.
- Practice good grooming habits regularly.
- Develop active and passive listening skills.
- Work to overcome undesirable personality traits.
- Strive to understand the feelings and personalities of others.
- Learn to overlook undesirable personality traits of others.

Student Self-Check**ANSWERS
COMMUNICATION LEVELS, PATTERNS,
AND SKILLS**

1. --cliche conversation
--reporting things about others (gossip)
--telling your ideas
--sharing your feelings
--peak communication
2. --placating
--blaming
--computing
--distracting
--leveling
3. --Use "I" messages.
--Develop good personal traits.
--Develop good grooming habits.
--Practice active and passive listening.
--Develop an understanding of others.
--Continue to learn and develop.

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HUMAN DEVELOPMENT

HANDLING CONFLICTS IN RELATIONSHIPS

INTRODUCTION

Communication is more than words. It is also the sharing of feelings and thoughts. We sometimes conceal our feelings and thoughts within ourselves. At other times we reveal them in our facial expressions and body actions. When we talk with someone whose expressions are of a friendly nature, we feel happy and at ease. But when there is an expression of indifference, we feel frustrated. In this module you will learn about some satisfactory and unsatisfactory ways to handle conflicts in relationships.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about handling conflict in relationships, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, HANDLING CONFLICT IN RELATIONSHIPS, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. READ about conflict in relationships in a reference provided by your instructor. DISCUSS Student Information, DISCUSSION GUIDE ABOUT HANDLING CONFLICT, p. 3,
(and/or) _____.
2. READ Student Information, WAYS TO COPE WITH CONFLICTS, p. 3-4,
(and/or) _____.
3. LIST three areas of conflict with your parents or guardians, three areas of conflict with your brother(s) and/or sister(s), and three areas of conflict with your friends. DESCRIBE one particular situation in each of the areas of conflict that you have listed. Then, ANSWER the questions on Student Information, ANALYZING REACTIONS IN AREAS OF CONFLICT, p. 4. SHARE your analysis with classmates,
(and/or) _____.
4. VIEW filmstrips, provided by your instructor, about learning to be assertive. ROLE PLAY situations described in the filmstrips with classmates,
(and/or) _____.
5. COMPLETE Student Self-Check, WAYS TO HANDLE CONFLICT, p. 4.
6. WORK with your instructor to plan and carry out a related FHA-HERO activity,
(and/or) _____.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY on the front cover.

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Student Information**DISCUSSION GUIDE ABOUT
HANDLING CONFLICTS**

Directions: In a small group or large group of students, discuss the following topics concerning the handling of conflict in relationships. Discussion should be based on the readings that you have done.

1. What is meant by the term "conflict?"
2. When is conflict considered destructive?
3. When can conflict have constructive results?
4. What does the term "conflict style" mean?
5. Tell about each of the following conflict styles:
 - a. Physical violence
 - b. Withdrawal
 - c. Silent treatment
 - d. Blow up
 - e. Bagging
6. Why is it important to stick to one main issue in an argument?
7. Explain the "no-lose" method of solving conflicts.

Student Information**WAYS TO COPE WITH CONFLICTS**

Every person has to deal with conflict in relationships at one time or another. Even individuals who have happy, cheerful, and agreeable personalities sometimes have disagreements with others. As you deal with conflict and as you watch others handle disagreements, you will notice ways people cope with conflict. Some of these methods of coping with conflict are discussed in the following paragraphs.

Compromise

Compromise is the most common and usually the most desirable way to cope with a problem. Compromise is the "no-lose" method of coping with conflict. Each person gives a little and gets a little. But, there may be times when a compromise is impossible to make. In this case, another way to resolve the conflict must be sought.

Accommodation

The accommodation method of coping with conflict is simply to agree to disagree. There are some beliefs that individuals have that they will not change. When two individuals come to realize that they have opposing points of view, the healthy way to cope with their conflict is to accommodate each other's viewpoint.

Concession

Concession is the type of solution in which one person must lose all while the other gains all. The issue that must be faced in this method of resolving conflict is who will be the winner and who will be the loser. Sometimes one person will agree to concede. Sometimes the two persons will agree to flip a coin to see which one of them will concede. At other times one person will agree to concede this time if the other person will concede the next time. There are times when one person will force the other person to concede. This may cause a strain in the relationship if it happens often. And then there are times when neither of the persons want to concede and will agree to let a third person decide for them.

Martyrdom

Martyrdom is exhibited by the person who gives in constantly to avoid disagreement. In this type of conflict solving, the relationship suffers and the person who always gives in loses self-respect and the respect of other people.

Avoidance

There will be times when two people seem unable to avoid conflict. This may be due to personality clashes or emotional differences. The two persons may find that they have to avoid each other in order to avoid disagreement. A relationship like this is usually characterized by continuous quarreling, open antagonism and tension, and an uncomfortable situation for other people.

As you deal with conflict in your relationships with others, you will find yourself using several of the five ways to cope with conflict. These methods of coping are actually ways to help you and the other person adjust to personal differences. It is important to select the best possible adjustment form in order to maintain healthy strong relationships.

Student Information

ANALYZING REACTIONS IN AREAS OF CONFLICT

Directions: After describing one particular situation in each of the areas of conflict that you listed, answer the following questions for each situation.

1. What was the conflict?
2. How did you and the other person resolve the conflict? (Which one of the ways to cope with conflicts did you use?)
3. How did you feel after the conflict?
4. If you had it to do over, what would you do differently?

Student Self-Check

WAYS TO HANDLE CONFLICT

Directions: Using a separate sheet of paper, number from 1-10. Match the

terms and phrases with the descriptions by writing the letter of the DESCRIPTION beside the number of the TERMS AND PHRASES. Check your answers against the ones provided on p. 5.

TERMS AND PHRASES

- ___ 1. Compromise
- ___ 2. The Silent Treatment
- ___ 3. Accommodation
- ___ 4. Avoidance
- ___ 5. Withdrawal
- ___ 6. Martyrdom
- ___ 7. Concession
- ___ 8. Bagging
- ___ 9. Physical violence
- ___ 10. Blow Up

DESCRIPTION

- a. The person gives in constantly to avoid disagreement
- b. Resorting to physical abuse
- c. Exploding when there is a conflict
- d. Each person gives a little and gets a little
- e. To avoid each other in order to avoid disagreement
- f. One person losing all while the other gains all
- g. To accumulate hurts and anger and then unload over one little incident
- h. To leave when a conflict begins
- i. To agree to disagree
- j. To refuse to talk to the other person about the conflict

Student Self-Check

ANSWERS

WAYS TO HANDLE CONFLICT

1. d
2. j
3. i
4. e
5. h
6. a
7. f
8. g
9. b
10. c

HUMAN DEVELOPMENT

TEENAGE PREGNANCY

INTRODUCTION

More American teenagers are getting pregnant than ever before. In fact, the United States has one of the highest rates of teenage pregnancy in the world. This is a serious problem for many reasons. Perhaps the most important concern is the high teenage death rate from the complications of pregnancy and childbirth. A pregnant 13-year-old has a much higher risk of death than a pregnant woman in her 20s. (Some statistics say the rate is 60% higher.) The death rate for babies is also higher. Babies born to 15-year-olds are twice as likely to die during their first year as babies born to mothers in their early 20s.

A growing number of teenage pregnancies are occurring among unmarrieds. Pregnancy outside the marriage relationship adds a set of problems which are very difficult for teenagers and their families.

In this module you will learn about two important and related topics: (1) the problems of teenage pregnancy and (2) the factors to consider in decision-making if teenage pregnancy does occur outside of marriage.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about teenage pregnancy, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain a copy of the Check-Out Activity Sheet, TEENAGE PREGNANCY, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, SOME FACTS CONCERNING TEENAGE PARENTHOOD, p. 3,
(and/or) _____.
2. READ and STUDY Student Information, PHYSICAL DANGERS OF TEENAGE PREGNANCY, p. 3,
(and/or) _____.
3. READ and STUDY Student Information, BUT... WHAT IF IT DOES HAPPEN?, pp. 4-5,
(and/or) _____.
4. COMPLETE Student Self-Check, TEENAGE PREGNANCY, pp. 5-6.
5. LISTEN to tape presentation HD-18, "Effects of Pregnancy Outside of Marriage,"
(and/or) _____.
6. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front cover.

Student Information**SOME FACTS CONCERNING
TEENAGE PARENTHOOD**

Not everyone who becomes a parent as a teenager will have an unhappy life as a result of that experience. Some teenagers make fine parents and lead successful and satisfying lives. But every teenager needs to be aware of studies that tell what usually happens to teenage parents.

1. The majority of teenage girls who become pregnant drop out of school and never return.
2. Women who become mothers as teenagers have a higher rate of unemployment than those who become mothers after the age of 20. They also have a higher rate of welfare dependency.
3. The younger the mother at the birth of her first child, the lower the income of her family is likely to be.
4. Mothers who begin their families before the age of 18 have more children than those who begin their families after the age of 20.
5. Teen marriages end in divorce at a much higher rate than those who marry later.

These facts present a gloomy picture. A teenager should think very seriously before allowing herself/himself to get into a situation which may lead to pregnancy. The facts largely show what happens to the mother. But it must be remembered that the life of the father of the child is also greatly affected. When the marriage ends in divorce, there is a broken marriage for male as well as female. When the family lives in poverty, there is a husband as well as a wife. Teenage marriage may mean that the father also must drop out of school. Even in the case in which no marriage takes

takes place, the male often feels a sense of responsibility. If there is a death as a result of a teenage pregnancy, there is surely a sense of regret and guilt on the part of the male.

Student Information**PHYSICAL DANGERS OF TEENAGE
PREGNANCY**

Pregnancy among unmarried teenagers is increasing. It is increasing most among younger teenagers--especially 13- and 14-year-olds. And it is this young group that suffers most from pregnancy. The age at which the fewest complications occur to mother and child is from 20-24. Thirteen-year-olds are at least seven years away from their best child-bearing years. Fifteen-year-olds are at least five years away. Young teenagers should know the facts about teenage pregnancy. Some of these facts are presented below.

Higher Death Risk For Mothers

The death rate from complications of pregnancy and childbirth is 60% higher for those under 16 than for those between 20-24 years. The death rate for 15- to 19-year-olds is 13% higher. Some of the complications from pregnant teenagers are (1) hemorrhage and miscarriage, and (2) toxemia (poisonous substances in the blood).

Higher Death Risk for Babies

Babies of 15-year-olds are two times more likely to die than those born to women between 20-24 years of age. The major cause is that they are born prematurely. Or they are too small even at full term. Other causes include birth injuries, childhood illnesses, and problems with the nervous system (which may involve mental retardation).

Student Information**BUT . . . WHAT IF IT DOES HAPPEN?**

There will be many teenagers this year--some this very day--who will find themselves pregnant. Those teenagers will have some tough decisions to make. They need to know as much as possible about all of the options open to them before they can decide what is best in their own situation. Should they marry, have an abortion, give the child up for adoption, or keep and rear the baby alone?

This is a question that each pregnant teenager must decide. Much serious thought must go into this decision. Teenagers should seek the help of their parents. In many cases, they need another helpful person who is capable of providing counseling. An outsider is not as emotionally involved and can help think through the situation to reach a solution. Some options to consider are suggested below.

Marriage

Some couples will marry. No one can correctly predict the success of a particular marriage under these circumstances. But the higher divorce rate among those who marry as teenagers must be considered. Marriage because of pregnancy is not a sound basis for a successful marriage. Marriage and family responsibilities are a heavy financial and emotional strain on anyone. It is especially so for teenagers at a time when they want and need to be free from this kind of responsibility. A teenage marriage is more likely to succeed:

- If the couple has planned to marry anyway and are not marrying just because of the pregnancy.
- If the couple is financially capable of supporting a household.
- If the couple has dated for a long time, each person is mature, knows the other

one well, and feels they can build a successful marriage.

Abortion

The abortion rate for teenagers has been on the rise. This indicates that more teenagers are choosing this option as a solution to unwanted pregnancies.

--Abortion laws have been changing during the last several years. For the latest up-to-date information in your state, consult your local health department or look in any metropolitan telephone book under "abortion."

--When performed by a competent doctor under the conditions prescribed by the law, the risk to the life and health of the mother is less than the risk of pregnancy and childbirth. The risk of abortion is much less than pregnancy to the younger teenager.

Teenagers should know that there may be personal emotional reactions to having an abortion. For some people there are religious restrictions against abortions. For these, and for others, there may be a long-term sense of guilt with which to deal.

Adoption

Adoption is one solution to an unwanted pregnancy. It is chosen by a fairly small percentage (about 8% in 1971 according to one study). All of the factors relating to adoption should be considered before making a decision. Some of these factors include the following.

--Legally giving up a child for adoption is a final and legally binding transaction. The natural parents usually never see or hear from the child again. Sometimes years after having given a baby for adoption, a parent yearns to know about the child and feels a sense of loss over having given up the child.

- Adoptive parents may be able to provide a better home for the child than the teenager. Adoption agencies attempt to screen people who seek to adopt children so that the children will be placed in loving homes.
- Adoption may allow the natural parents the opportunity to continue their own education and maturity before assuming the responsibilities of children.
- Sometimes adoptions are arranged with relatives or acquaintances. In this case, the natural parents may feel relief at knowing the kind of care the child will receive.

Keeping the Baby

Many pregnant girls do not marry but decide to keep their babies. Every pregnant girl, in considering her options, should know something about what to expect if she keeps her baby. Every situation will be somewhat different. Much depends on family support, the financial situation, and the girl's own maturity and ability to be parent to the child. She should consider the factors listed below:

- Teenagers who become pregnant have a high drop-out-of-school rate. This means that they may not learn the job skills they need to make a good living. It may also account for the high rate of welfare dependency among this group.
- Teenagers who keep their babies need the support of family and friends--especially if they plan to live in their parents' home. It is very hard for a young mother to earn enough money to provide for all of her own needs and her baby's needs.
- Teenagers may expect more pleasure from motherhood than the actual experience delivers. Babies are lovable, sweet, cuddly, and warm. They are also

demanding and require almost constant attention. Their demands are often more than a teenage mother is emotionally able to give. This may lead to poor parenting for the child. It may also lead to much unhappiness for the mother.

- Consideration should be given to the other family members. If the young mother and child live with her parents, how much the family can help financially and with child care are important. How will brothers and sisters feel about adding another family member? How will all the family feel about having a child out-of-wedlock?

- The young mother must consider whether both she and the child have the opportunity to grow and develop.

Student Self-Check

TEENAGE PREGNANCY

Directions: On a separate sheet of paper number from 1 to 10. Write T for those statements that are true and F for those that are false. Check your answers with those given on p. 7.

1. The majority of girls who become pregnant as teenagers stay in school.
2. Studies show that teenage mothers are likely to live at a lower economic level the rest of their lives.
3. Divorce rates among teenage marriages are now about the same as those who marry in their twenties.
4. If the teen father doesn't marry the teen mother he probably will not be affected by the pregnancy.
5. The teenage mother has a higher death rate than those mothers 20-24 years of age.

6. Pregnancy among teenagers is now on the decrease.
7. The age at which there are the fewest complications during pregnancy is 30-34 years of age.
8. The only persons really affected by a teen pregnancy is the mother and the child.
9. If pregnancy occurs during the teen years, the four options given in the readings to consider were:
 - (a) marriage,
 - (b) abortion,
 - (c) adoption,
 - (d) being a single parent.
10. Teenagers with children often have a difficult time financially.

Student Self-Check

ANSWERS

TEENAGE PREGNANCY

1. F, 2. T, 3. F, 4. F, 5. T, 6. F, 7. F, 8. F, 9. T, 10. T.

HUMAN DEVELOPMENT

LIVING WITH THE ELDERLY

INTRODUCTION

Grandparents, aunts, uncles, and cousins are sometimes a part of home and family living. This type of grouping is called an extended family. Having elderly grandparents living with the family or close by is probably the most common extended family structure. In this module you will learn about aging and the elderly family members of the extended family, their problems, and their needs.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given a test relating to the elderly in the extended family structure, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, THE EXTENDED FAMILY, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. RESEARCH the terms "nuclear family" and "extended family" in a reference provided by your instructor. Then STUDY Student Information, THE EXTENDED FAMILY, p. 3,
(and/or) _____.
2. READ about the later adult years in reference suggested by your instructor. Then READ Student Information, AGING IN THE AMERICAN SOCIETY, pp. 3-4,
(and/or) _____.
3. READ Student Information, HAVING AGING FAMILY MEMBERS IN THE HOME, pp. 4-7,
(and/or) _____.
4. READ Student Information, PREPARING FOR LATER YEARS, p. 7,
(and/or) _____.
5. VIEW filmstrips, provided by your instructor, about attitudes toward aging. DISCUSS Student Information, DISCUSSION GUIDE--THE REALITIES OF AGING, p. 7,
(and/or) _____.
6. ROLE PLAY with classmates some family situations that involve elderly family members. Your instructor will provide the situations to be acted out,
(and/or) _____.
7. COMPLETE Student Self-Check, THE ELDERLY IN THE EXTENDED FAMILY, pp. 7-8.
8. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front of this module.

Student Information**THE EXTENDED FAMILY**

Families are usually made up of men, women, and children. The three key role relationships in a family are husband-wife, parent-child, and sibling-sibling (brothers and sisters). These relationships will each be a little or a lot different. Some things which cause these differences are nationality, region of the country, class, religion, and race.

Family relations also extend to "blood" relatives and in-laws. The "extended family," as these relationships are called, are found in all cultures and societies. The rules and importance would be different from one society to another.

The most important, or primary, extended family relationships are those between parents and children after the children set up a household of their own. The second most important are those between brothers and sisters after they set up their own household. Most people have a special feeling for parents, brothers, and sisters.

Cousins, aunts, uncles, nieces, and nephews may have important relationships to one another. These relationships are usually not as important as the primary relationships. The relationships between grandparents and their grandchildren remains a primary one even though it stretches across three generations.

Your relatives may live all over the country, but you will usually have some contact with the extended family--especially grandparents. In this module you will learn about the older members of your extended family.

Student Information**AGING IN THE AMERICAN SOCIETY**

From the moment of conception, every person begins to age. During their early years, most people accept aging as a part of life. Many young people can hardly wait to get older. They look forward to having more privileges and greater freedom. Through middle age and old age, people's attitudes about aging vary. Some dread getting older. Others plan to do many things after retirement and look forward to the opportunities to travel or to devote time to hobbies and/or grandchildren. Some people look forward to the rest and taking life easy. They sometimes refer to old age as the "golden years" of life.

Negative Attitudes About Aging

Our society has some negative attitudes about aging. Some of these attitudes tend to create problems for older as well as younger people. Several conditions in our society have caused the negative attitudes about aging. Some of these conditions are suggested below:

Youth-oriented society. "Youth" represents physical activity, mental alertness, and attractiveness. Magazines, newspapers, radio, and television "play up" the idea of being and staying young. The next time you read a magazine or a newspaper or watch television watch for these kinds of advertisements and commercials.

On the other hand, "old age" represents inactivity, nonproductiveness, and senility. This outlook on aging makes it very hard for people to accept and enjoy growing older.

The machine age. Machines do many of the jobs once done by people. This has left many of the skills and experiences of laborers and craftsmen unused or out of date. The result is a certain loss of respect for the skills and knowledge of

older people. Because older people do not have an opportunity to show off their skills, some people do not know their capabilities.

The move to the city for jobs. As a result of the machine age (industrialization), families today move to urban areas where they can find work. Some families move from city to city changing jobs or being transferred. This has caused a change in the sense of community. There is not as much "neighboring" as in the past when people lived much of their lives in the same community with the same people. This has often caused older people to be left behind where they are easily forgotten.

Being made to retire. Many elderly persons who would like to work have been recommended for retirement. These people often feel left out and nonproductive.

The goal of personal success. The "quest for the American dream" is the idea that one can start from nothing and become successful. This individual quest for success does not always encourage a collective or cooperative effort. Therefore, responsibility to the elderly is not a top priority for many who have this dream of personal success.

Separating the young from the old. Many older people are a part of retirement communities and apartments, senior citizen centers, and social programs for the elderly. These tend to increase the segregation of older and younger people.

Positive Aspects Of Aging

There are several very positive aspects of the "golden years" of life that everyone should know.

Increased life spans. The life span in America has increased a great deal during the twentieth century. The average life span for males in 1926 was 57 years.

Today, it is about 68 years. For females in 1926 it was 59.6 years. Today it is about 74 years. This means that people in our society have more years to enjoy life than ever before.

Better medical care. Federal and state medical programs provide medical care for more people than ever before. Many elderly Americans are able to receive good medical care that they would not have received before these programs became available.

Social Security and retirement benefits. Most elderly people receive some sort of Social Security benefits. Many also receive retirement benefits from their years of employment. Having personal income provides a sense of independence and self-respect.

Sense of independence. Many older people whose children are grown, enjoy the freedom from child-rearing responsibilities. They no longer have the financial burden of feeding and educating a family.

Freedom to enjoy personal interests. Many older people enjoy the freedom from extended family responsibilities. They prefer being with their spouse or with their friends. Many say they enjoy some time to be alone.

Student Information

HAVING AGING FAMILY MEMBERS IN THE HOME

Having elderly persons living in one's home can be very rewarding. Or it can be very irritating. The situation depends on the willingness of all family members to work together.

Many older people would rather not live with their children, but they have no other choice. The son or daughter with whom they live will usually be working and taking care of a family. And just as the children begin to leave home, his/her

parents may become more dependent and need a home. The son or daughter may feel a loss of personal freedom that was looked forward to. Also, the son or daughter may be having health problems or emotional stress due to menopause and middle age.

As many people reach middle age, they and their parents experience a sort of "role reversal." Instead of their parents caring for them, they will exchange roles and will be caring for their parents. Family members should know what to expect and how to handle this situation. It is important that each family member recognizes the changes that come with aging and the problems and needs of the elderly.

Problems Faced by the Elderly

Each person ages differently. Elderly persons should not be compared with each other. One 65-year-old person may be much younger physically, socially, and mentally than another 65-year-old. Being old cannot be measured by a person's age alone.

As a person begins to age, the body, and sometimes the mind, begins to change. These changes are often very noticeable to both the elderly person and to family and friends. Some changes that are common during the aging process are listed below. Not all older people experience these problems. You may know an elderly family member or friend who is experiencing some of these changes. The elderly person may:

- Have difficulty chewing and digesting some foods.
- Have partial loss of hearing.
- Have partial loss of eyesight.
- Not move around as quickly or as easily as when younger.
- Have frequent aches and pains.
- Be forgetful.
- Feel less attractive as the skin begins to wrinkle.

- Experience a slowing down in the growth of new cells and repair cells of body tissues.
- Have decreased strength in the upper arms.
- Have difficulty in adjusting to high and low external temperatures.
- Have poor blood circulation.

Emotional and social changes may also occur. These changes are due to several different reasons. One reason is that after retirement some people lose contact with friends from work. They may find it hard to find new friends that have the same interests as they do. Another change is the death of a spouse and friends. The emotional and social changes that may occur include:

- Being less active in work, church, or civic activities.
- Often feeling lonely.
- Feeling helpless and useless.
- Having a feeling of decreased dignity and a lack of security.
- Having less income.
- Being forced to retire because of age.
- Feeling unwanted.

Another serious problem faced by some elderly persons is that of abuse. Because overburdened and unprepared adult children do not have an understanding and consideration for elderly family members, they sometimes abuse them. The elderly are fast becoming what social scientists call the "battered aged." In England this family problem has been termed "granny bashing" and "gramslamming." In a recent parent abuse study, it was reported that one out of every ten elderly persons living with a member of the family had been subjected to abuse. Four types of abuse occurred most often:

- Physical abuse, which included beating, withholding personal care, food, medicine, and necessary supervision.
- Psychological abuse, which included verbal assaults and threats provoking fear.

- Material abuse, which included theft of money or personal property.
- Violation of rights, which included forcing a parent out of his/her own home and into a rest or nursing home.

Many adult children feel that they cannot cope with having to care for an elderly person as well as care for their spouse, children, and household. They are often tired, frustrated, and angry. At the same time they feel guilty about these emotions. The result of these emotions is sometimes abuse.

Being old may be the "golden years" for some elderly persons. But others may face health, financial, emotional, and family problems. These problems cause old people to experience much stress and depression.

Knowing the changes and problems that aging people experience will help you to better understand elderly family members. How other family members feel about the elderly has a great effect on how they feel about themselves.

The Needs of the Elderly

Old age does not have to be a waste of talents, skills, and companionship. It may be necessary for older persons to slow the pace of life physically. But, they should be allowed and encouraged to live a useful, productive, and fulfilling life. To do this, the elderly must have the help, understanding, and consideration of family and friends. Their needs are not very different from anyone else's.

- The elderly need to feel useful and needed. Specific family responsibilities should be given every family member. Elderly members should be given important responsibilities. They should be given some choices of tasks and their services should not be taken for granted.

--Like everyone else, the elderly need time away from the family. They can be useful community leaders. They should be encouraged to work in religious and community organizations. They should also be encouraged to attend "senior citizen" functions for social contacts. Having interests inside and outside the home helps to keep an older person active, alert, and happy.

--Also like everyone else, the elderly need love and affection. Older people appreciate thoughtfulness, consideration, and cheerfulness. They also need to be allowed opportunities to show their love and affection for family members. Children and teenagers in the family should spend some time with the elderly family member. This gives both young and old the chance to develop love and respect for one another.

--They need patience and understanding. Sometimes older people become forgetful. Some old people are hard to get along with.

--The elderly need some degree of independence. They should be allowed and encouraged to have hobbies. They should have spending money, privacy, and a place for personal belongings. This helps them to maintain dignity and a sense of self-worth.

--It is very important for the elderly to maintain a well-balanced diet. Poor nutrition can increase the physical changes that occur due to aging. Eating alone and not having enough money for food are two causes of malnutrition among the elderly.

--Older people need physical activity to keep their bodies functioning normally. An exercise plan, such as vigorous daily walks, can help prevent illness and injury and can become a form of recreation. Physical exercise also stimulates mental activity.

If at all possible, all the needs of the elderly should be met. This can help them to overcome loneliness, helplessness, uselessness, and insecurity. A feeling of belonging and of being a necessary part of the family can make life in the extended family special to each of its elderly members. The last stage of life should be as exciting and productive as any other.

Student Information

PREPARING FOR LATER YEARS

Perhaps the best way for each of us to accept our own "old age" is to be prepared for it. There are several things we can do to prepare for this later stage of life.

- Take care of yourself now. Eating properly and getting enough exercise will help your body in later life.
- Make financial preparations. This can be done by establishing a retirement account early in life. You should live now in a life style that you can afford, and you should avoid large debts. Obtain adequate insurance protection for family members in case of sickness or disability.
- Keep interested in doing things for and with other people. Establish a pattern of involvement and activity with the neighbors, church, and community organizations.
- Develop a habit of lifelong learning. Reading, crafts, gardening, writing, sewing, playing a musical instrument, taking classes, etc., can be a means of continuing to learn throughout life. There will be no time for boredom in old age if you maintain the habit of learning.

Responding to the Challenge of Aging

For elderly family members, preparing for aging may be too late. However, the following are things we can suggest as ways to respond gracefully to the challenge of old age:

- Stay interested in helping others. This can be done around the neighborhood or through community organizations.
- Seek friends who have similar interests. Visit, share home-cooked meals, travel, and share hobbies with friends who have mutual interests.
- Seek out new interests and activities. This can be done by participating in senior citizen programs, attending cultural functions, going to classes at a local adult education center or a college or university, attending religious and community meetings, etc.
- Strengthen family ties. Continue to have family gatherings that are traditionally celebrated. Take time to enjoy grandchildren or nieces and nephews.
- Learn to adjust. Changes, such as moving into a new living arrangement, are sometimes hard to adjust to. Discussing problems and making compromises can hasten adjustment. Realizing that one must give and take will make things easier and more pleasant for everyone involved.

Student Information

DISCUSSION GUIDE - - THE REALITIES OF AGING

Directions: In a small group of students, discuss the following questions concerning the realities of aging. Discussion can be based on readings, audio-visuals, and personal experiences.

1. What are some of the problems faced by the elderly in our society?
2. What are some of the reasons for problems when the elderly come to live with a family?
3. How can we help elderly family members be productive and have a fulfilling life? Suggest activities.

4. Can you imagine yourself as an elderly family member? How do you think you would feel and act?
5. What do you plan to do when you reach retirement?

Student Self-Check**THE ELDERLY IN THE
EXTENDED FAMILY**

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers against those provided on p. 8.

1. List four reasons for negative attitudes about aging.
2. List three positive aspects of aging.
3. True False (Circle one.) Elderly persons age in the same ways and at the same rate.
4. Describe five physical changes that occur due to the aging process.
5. Emotional and social changes occur for a person due to the aging process. Name four of these kinds of changes.
6. Four types of parent abuse were described in the reading. Give one example of each type of abuse that is listed below:
 - a. Physical abuse
 - b. Psychological abuse
 - c. Material abuse
 - d. Violation of rights
7. Name four needs that the elderly have.
8. What can a person do to prepare for old age?

Student Self-Check**ANSWERS****THE ELDERLY IN THE
EXTENDED FAMILY**

1. --Youth-oriented society.
--The machine age.
--The move to the city for jobs.
--Nuclear families
--Being made to retire.
--The goal of personal success.
--Separating the young from the old.
2. --Increased life span
--Better medical care
--Social Security and retirement benefits
--Sense of independence
--Freedom to enjoy personal interests
3. False
4. The elderly person may:
--Have difficulty chewing and digesting some foods.
--Have partial loss of hearing.
--Have partial loss of eyesight.
--Not move around as quickly or as easily as he/she did when younger.
--Have frequent aches and pains.
--Be forgetful.
--Feel less attractive as the skin begins to wrinkle.
--Experience a decrease in overall energy.
--Have an increased brittleness and fragility of bones.
--Experience a slowing down in the growth of new cells and repair cells of body tissues.
--Have decreased strength in the upper arms.
--Have difficulty in adjusting to high and low external temperatures.
--Have poor blood circulation.
5. --Being less active in work, church, or civic activities.
--Often feeling lonely.
--Feeling helpless and useless.
--Having a feeling of decreased dignity and a lack of security.
- Having less income.
--Being forced to retire because of age.
--Feeling unwanted.
6. a. Physical abuse - beating, withholding personal care, food, medicine, and necessary supervision.
b. Psychological abuse - verbal assaults and threats provoking fear.
c. Material abuse - theft of money or personal property.
d. Violation of rights - forcing a parent out of his/her own home and into a rest or nursing home.
7. --To feel useful and needed.
--Time away from the family.
--Love and affection.
--Patience and understanding.
--Some degree of independence.
--A well-balanced diet.
--Physical activity to keep their bodies functioning normally.

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HUMAN DEVELOPMENT

ASSISTING YOUNG CHILDREN AT MEALTIME

INTRODUCTION

Many skills must be mastered in the first six years of life, including the skill of feeding oneself. Mealtime should be an enjoyable occasion, free of frustration and conflicts. Nutritious foods should be provided in sufficient amounts and in the forms that a child can handle. Time and patience are necessary to help a child learn to feed himself/herself. In this module you will learn about children's food needs, how to make mealtime a pleasant experience, and how to assist a child with eating.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a test about children's food needs, answer the questions.
- (2) Given a test about making mealtime a pleasant experience, answer the questions.
- (3) Given a child requiring assistance with eating, food, utensils, a chair, and a table, assist the child with eating.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist.

- (1) Obtain a copy of the Check-Out Activity Sheet, CHILDREN'S FOOD NEEDS, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the Learning Activities.
- (2) Obtain a copy of the Check-Out Activity Sheet, MAKING MEALTIME PLEASANT, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the Learning Activities.
- (3) Ask your evaluator to provide an actual situation for checking out. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ Student Information, CHILDREN'S FOOD NEEDS, p. 3,
(and/or) _____.
2. RESEARCH ways to make mealtime a pleasant experience for the young child and the whole family in references provided by your instructor. USE Student Information, MAKING MEALTIME PLEASANT, p. 3,
(and/or) _____.
3. READ Student Information, ASSISTING A CHILD TO SELF-FEED, pp. 3-5,
(and/or) _____.
4. COMPLETE Student Self-Check, MEALTIME FOR CHILDREN, p. 6.
5. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
6. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES on the front cover.

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Student Information**CHILDREN'S FOOD NEEDS**

Young children must have certain kinds of food for growth. They also need food for energy and to repair body cells. Children need foods from the Daily Food Guide, but they need them in different amounts than do teenagers or adults.

Milk Group:

3 or more servings per day.

This includes milk, ice cream, and cheese.

Breads and Cereals Group:

3 or more servings per day.

This group includes breads, pancakes, waffles, biscuits, muffins; cereals; and rice, spaghetti, noodles, and macaroni.

Vegetables and Fruits Group:

4 or more servings daily.

This includes all vegetables and fruits. One of these servings should contain Vitamin A, such as a dark green, leafy, or yellow vegetable. Two of the servings should contain Vitamin C such as citrus fruits.

Meat Group:

2 or more servings daily.

This includes meat, poultry, fish, peanut butter, and eggs.

There are certain kinds of foods which should not be given to children. One kind is junk food. These are foods like potato chips, pretzels, etc., that contain no food value. Another kind of food to avoid are those high in refined sugar, such as soft drinks and candy.

Foods that contain additives should also be avoided as much as possible.

Student Information**MAKING MEALTIME PLEASANT**

Directions: Write the answers to the following questions on a separate sheet of paper. Use references provided by your instructor to research the questions. Check your answers against those provided by your instructor.

1. Suggest ways to avoid feeding problems.
2. Suggest ways to serve the food to make the meal enjoyable for the child.

Student Information**ASSISTING A CHILD TO SELF-FEED**

A child will develop many habits and learn to master many skills during the first six years of life. One of the skills is learning to self-feed. Since no two children are alike, no two children will eat alike. Each child will develop his/her own pattern for eating. Many eating habits are temporary and should not be a cause for alarm. The important thing for the parent or caregiver to do is to provide (1) sufficient amounts of foods to meet daily nutritional requirements and (2) pleasant feeding experiences that will help develop positive attitudes about food.



Self-feeding begins with the ability to grasp and hold onto things. When a baby can pick up small objects between the thumb and index finger, finger foods can be introduced. Finger foods are foods that can easily be picked up and put into the mouth. Because the baby will have only a few teeth, choose foods of a texture that can easily be gummed or chewed before swallowing to avoid choking. Such foods include:

- pieces of soft fruits such as bananas
- round, nonsugar-coated cereals
- cooked, cubed vegetables such as carrots and potatoes
- zwieback crackers or melba toast
- graham crackers
- cheese cubes

Give only a few pieces at a time so that the baby does not cram too much food into the mouth at one time and possibly choke on it.



Babies usually learn to drink from a cup between 12 and 18 months of age. During the last months of the first year, the baby is gradually being weaned from the breast or bottle by introducing a cup or glass. The baby should be offered small

amounts of milk, juice, or water from the cup. As the baby learns to sip and hold onto the cup, allow him/her to do so without help. At first it will be difficult for the baby to tilt the cup without spilling, but as skill is developed in handling the cup, spills will not occur as frequently. The cup should be unbreakable and the right size for the baby. Some parents or caregivers prefer to give the baby a plastic cup with a covered top and a weighted bottom. This kind of cup allows self-feeding without spilling and wasting milk or juice.

The procedure for helping the child to learn to drink from a cup or glass is as follows:

1. Pour a very small amount of liquid into a small unbreakable cup or glass.
2. Gently wash the child's face and hands with a soft, wet washcloth.
3. Seat the child in a booster chair at the table or in a highchair with tray.
4. Place a bib on the child.
5. Place the child's hands on the cup or glass. (The child first holds it with two hands with help from the adult.)
6. Guide hands to mouth tilting the cup just enough.
7. Instruct the child to sip.
8. Guide hands to set cup or glass down.
9. Repeat sequence. When the child learns to do the procedure, gradually withdraw help.
10. Offer words of encouragement and praise.
11. Gently clean the child's face and hands with a soft, wet washcloth when he/she has finished.
12. Remove the bib.



After learning to handle finger foods and drinking from a cup or glass, the child learns to handle a spoon. At about 18 months the child has enough control of wrist movements to bring a spoon to the mouth. The spoon should be small with a straight handle so that it fits the child's hand. With a spoon the child can begin to manage such foods as mashed potatoes or cottage cheese. To make self-feeding less frustrating and to prevent the plate from moving, a suction cup on the plate or a wet towel under it will help. Learning to handle the spoon involves filling, lifting, aiming, emptying, and refilling it.

The procedure for helping a child to self-feed with a spoon is as follows:

1. Place small amounts of food on the child's plate.
Caution: Allow hot foods to cool before putting them in front of the child.
2. Gently wash the child's face and hands with a soft, wet washcloth.
3. Seat the child in a booster chair at the table or in the highchair with tray.
4. Put a bib on the child.
5. Give the child a spoon.
6. Place your hand over the child's hand on the spoon and guide it through dipping into the food and lifting it to the mouth.
7. Give the child time to taste and eat the bite of food.
8. Then, guide the spoon back to the dish. Gradually withdraw help.
9. Help with difficult tasks, such as getting some foods onto the spoon, if necessary.
10. Offer words of praise and encouragement.
11. Finish feeding the child when self-feeding has ceased.
12. Allow the child to continue eating until food has been eaten or is refused (about 20 to 30 minutes).
13. Gently clean the child's face and hands with a soft, wet washcloth.
14. Remove the bib.

After the child has mastered self-feeding with a spoon, start training for a fork. The procedure for using a fork is the same as the spoon. It also includes the steps of piercing and cutting.

Learning to self-feed is a messy process that should be tolerated by caregivers with humor and in a relaxed manner. Time and patience are necessary to help a child learn to self-feed. Spills often occur because the baby has not yet developed the coordination of eyes and hands.

Baby enjoys feeling of and exploring the food as well as eating it, so you can expect mealtime to be messy. Put papers or a large piece of heavy plastic or oilcloth down on the floor under and around the baby's chair to eliminate some of the clean-up and/or to make it easier.

Student Self-Check**MEALTIME FOR CHILDREN**

Directions: On a separate sheet of paper, answer the following questions. Check your answers against those provided on p. 7

1. Everyone, including children, needs sufficient amounts of foods each day from the basic four food groups. These groups are _____, _____, _____, and _____.
2. List three types of foods you should limit giving children.
3. List five things a parent or caregiver can do to avoid feeding problems.
4. Name two important things that a parent or caregiver can provide to help a child learn self-feeding and to promote good eating habits.
5. When does self-feeding begin?

Student Self-Check**ANSWERS****MEALTIME FOR CHILDREN**

1. --Breads and cereals
--Meat
--Fruits and vegetables
--Milk and milk products
2. --Junk foods, such as pretzels and potato chips
--Foods containing mostly refined sugar, such as candy and soft drinks
--Foods containing additives such as preservatives and food coloring
3. --Have meals at a regular time to give a child a sense of security.
--Have relaxing meals that are free of arguments and conflicts.
--Do not make an issue of the amount of food a child eats.
--Do not bribe a child to eat.
--Do not stress table manners until a child has developed the skill of self-feeding.
--Do not punish a child by withholding a particular food.
--Serve the food attractively. Have a variety of shapes, colors, and textures.
--Arrange the table attractively, using colors that are pleasing.
--Offer the child servings of food in manageable amounts
--Offer the child food in the form that he/she can handle.
--Cut foods up in small bites.
--Serve children foods with mild flavors and seasonings.
--Food should not be commented on negatively by other family members.
--When possible, let the child select foods.
--Introduce new foods gradually.
4. --Serve sufficient amounts of foods to meet daily nutritional requirements
--Provide pleasant feeding experiences that will help develop positive attitudes about food
5. Self-feeding begins with the ability to grasp and hold onto things.

HUMAN DEVELOPMENT

PLAY AND THE PRESCHOOL CHILD

INTRODUCTION

Play is the enjoyable work of a child. It is natural, and fun. The preschool years are the "formative" years of life--a time when the child is forming attitudes and developing skills. It is during these years that a child learns about the world. Many play activities need to be provided for the development of physical, mental, social, and emotional skills. In this module you will learn about the types of play and how to plan, organize, and guide play activities for young children.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a test about the different types of play, answer the questions.
- (2) Given a case situation involving a preschool child or children and access to references, a play area, toys, play equipment, and/or play materials, organize and guide a play activity.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist.

- (1) Obtain the Check-Out Activity Sheet, PLAY AND THE PRESCHOOL CHILD, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.
- (2) Ask your evaluator to describe a case situation for checking out. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ and DISCUSS Student Information, THE PRESCHOOLER, pp. 3-5, with classmates,
(and/or) _____.
2. VIEW the filmstrip, provided by your instructor, about play and about learning about oneself and the world. DISCUSS what you learned from the filmstrip with a large or small group of classmates,
(and/or) _____.
3. READ about the different types of play in a reference provided by your instructor,
(and/or) _____.
4. READ Student Information, PLAY ACTIVITIES FOR YOUNG CHILDREN, pp. 6-8,
(and/or) _____.
5. COMPLETE Student Self-Check, UNSCRAMBLE THE PLAY ACTIVITIES, p. 8.
6. OBSERVE as your instructor or a resource person reads and tells a story to preschoolers. SELECT a story to tell or a book to read from references that are available. PRACTICE telling or reading a story to a classmate. HAVE the classmate check your performance using Student Information, STORYTELLING ACTIVITIES CHECKLIST, p. 9. DISCUSS points that need improvement,
(and/or) _____.
7. OBSERVE as your instructor or a resource person demonstrates the use of musical instruments, songs, fingerplays, and action songs to the class. PRACTICE fingerplays, action songs, and using musical instruments that are available. LEAD one fingerplay or action song,
(and/or) _____.
8. READ Student Information, GUIDING CHILDREN AT PLAY, pp. 10-11,
(and/or) _____.
9. PLAN a play activity for a case situation provided by your instructor. USE Student Information, STUDENT WORKSHEET FOR PLANNING A PLAY ACTIVITY FOR PRESCHOOLERS, p. 11,
(and/or) _____.

10. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
11. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITIES listed on the front cover.
-

Student Information

THE PRESCHOOLER

Some authorities call the period from about two-and-one-half-years-old until the child starts first grade the preschool or "formative" years. These are called formative years because a foundation or basis for later life is being formed. The child needs much love, understanding, guidance, and many opportunities for growing and learning during these years.

Preschoolers are not always able to express in words how they feel. Because of this, adults often think that children do not have feelings. Or they think that children's feelings aren't important. It is very important for caregivers to learn about the normal growth and development of children of all ages. Knowing why children act as they do will help caregivers respond positively to a child's needs. Children must be treated with respect. Letting a child know that he/she is a special and important person helps the child develop a positive self-image. (Self-image or self-concept is the way you see yourself. People who have poor self-images and do not feel good about themselves are unhappy.)

All preschoolers go through many changes in growth and development. Each child progresses a little differently. Factors such as health, nutrition, physical environment, and family relationships will influence this development. Sometimes it may seem as though the child is

growing in one area of development, but more slowly in another area. This is normal. The list of characteristics on the following pages are typical of the average child during the preschool years.

GROWTH AND DEVELOPMENT CHART

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
2½ years thru 3 years	—Loves to run, jump, climb, and go up and down stairs. —Can balance self. —Likes to walk on tiptoes. —Can ride a tricycle. —Enjoys swinging and sliding. —Is beginning to help self with such tasks as washing hands, drinking from a cup, eating without much spilling, and undressing. —Enjoys small-muscle skills such as coloring, painting, and playing in the sand, mud, and clay.	—Likes to repeat words. —Is attentive to words. —Responds to suggestions. —Knows a few rhymes. —Can identify some colors. —Can work easy puzzles. —Likes books.	—Makes friends in a rough and direct manner often through hitting, grabbing, or pushing and shoving. —Is beginning to use the ability to talk as a means of making friends. —Plays alongside other children (parallel play). —May cry when parents leave.	—Plays with imaginary companions. —Is beginning to understand the idea of sharing and waiting turns. —Especially likes praise and affection. —May display fear of the dark, animals, storms, and the "boogie" man. —Shows sympathy for a person who is hurt or crying.
4 years	—Continues to do things with his/her hands that develops small muscles. —Enjoys vigorous outdoor play. —Can catch and throw a ball. —Can skip. —Can hop on one foot. —Can use small scissors.	—Is imaginative. —Is talkative. —Is beginning to think and reason. —Likes to pretend. —Asks many questions. —Enjoys music. —Enjoys books. —Notifies the "shock" value of some words. —Is interested in death.	—Begins to play with other children (associative play). —Is friendly. —Gets along better with adults than with other children. —Loves to imitate. —Talks to strangers. —May talk about disliking a person.	—Is negative. —Often uses strong language and name-calling. —May say "I love you" one minute and "I hate you" the next minute. —Tells tall tales. —Likes to brag. —May be selfish.

AGE	PHYSICAL	MENTAL	SOCIAL	EMOTIONAL
4 years	--Can do fingerplays. --Can stack blocks vertically.	--Can draw a square, a rectangle, and a circle. --Can make an "X".		--May be impatient. --Is learning to accept limits. --Is concerned about imaginary dangers.
5 years	--Can dress and undress if trained and allowed to do so. --Can manage self-help skills such as eating, washing hands, and toileting. --Enjoys rhythm activities. --Has excellent balance. --Can draw recognizable pictures. --Can tie shoelaces. --Can fasten buttons. --Has developed handedness.	--Is intensely curious about the world. --Is eager to experiment. --Loves repetition in speech, actions, and routines. --Listens to family conversations and repeats them when you least expect it. --Knows full name and address, if taught. --Recognizes colors. --Follows simple directions. --Can retell a story. --Likes silly stories. --Pays attention.	--Has uneven social behavior. Sometimes this age preschool child is cooperative and will share and at other times shows off, asks embarrassing questions, acts silly and uncooperative, or is very shy. --Gets along well with other children. --Likes to show off by being restless, doing stunts, and speaking loudly. --Tries to get his/her own way by refusing to comply with requests, by sulking and acting withdrawn, or by throwing toys away. --May choose special friends for the first time. --Likes group play activities (cooperative play).	--Is proud of parents. --Is protective of little brothers and sisters. --Has a longer attention span. --Sometimes tattles. --Sometimes tells things that aren't true. --Feels guilty after doing something wrong. --Likes having responsibilities.

Student Information

PLAY ACTIVITIES FOR YOUNG CHILDREN

Play activities for young children include a wide range of play experiences. The different categories of play activities described in the following paragraphs will give you an idea of the kinds of play experiences that you can provide little children.

Creative and Manipulative Play

Creative and manipulative play experiences involve the use of the hands and the imagination in handling play materials and small toys. Children benefit from these activities in the following ways:

- Increased sensory abilities
- Increased eye-hand coordination
- Opportunity to work alone and with others
- Opportunity to express self
- Broadening of the imagination
- Entertainment

Creative and manipulative play experiences may include any of the following activities:

- Use of play dough
- Use of modeling clay
- Use of papier mache
- Cutting paper and cloth
- Pasting
- Taping
- Painting
- Using a hammer and nails
- Stringing beads
- Table games, such as puzzles, sewing cards, matching cards

Art Activities

Art activities offer the child an opportunity for self-expression. A child's art work may display the emotions of humor, joy, excitement, sadness, anger, or hostility. Children should be given freedom to create their own art. The following guidelines should be kept in mind when

guiding children in art activities:

- Avoid rushing a child.
- Offer very little corrections and demonstrations on how to do the art activity.
- Do not expect children to copy a model or stay within the lines on a coloring book page. This stifles creativity.
- Encourage, but do not expect, children to talk about their art.
- Do not ask, "What did you draw?" Children may expect adults to recognize what they have drawn. If you don't know what the drawing is, a child may feel that his/her art work is not adequate. Instead say, "Tell me about your picture (or whatever the art work is)."
- Give instructions on how to use equipment and materials.
- Make sure that the equipment is in good condition.
- Use safety equipment, such as blunt-tipped scissors.

The sequence that usually occurs as children learn to draw starts with scribbles, proceeds to line drawings, then to circular motions in the art work. Random drawings occur next, then partial drawings of particular scenes, and finally a complete scene that displays a story.

Art activities include a wide range of crafts and art supplies that include the following tasks:

- drawing
- painting
- cutting
- pasting
- sculpting

Table Games

Table games are a quieter type of play activity. Table games can be played alone or in small groups. Table games can be educational and can help children develop small muscles. Table games include the following:

- puzzles
- peg-in-boards
- lottos
- bingo
- matching games
- sorting items according to color, shape, size, etc.

Woodworking and Carpentry

Woodworking and carpentry offer children the following benefits:

- The introduction to new materials
- Development of eye-hand coordination
- Increase the understanding of spatial relationships, such as how boards fit together, how one board becomes two, etc.
- Learn the skills of sawing, cutting, nailing, sanding, painting, etc.
- Learn the skills of sawing, cutting, nailing, sanding, painting, etc.
- Learn safety rules when using tools

An adult should supervise children when they are working with hammers and saws.

Dramatic Play

Dramatic play includes "make-believe" activities such as playing house, dress-up, store, etc. Dramatic play is of value to children in the following ways:

- Encourages learning the roles of family members and community service people
- Offers the opportunity for self-expression
- Increases self-awareness
- Develops concepts of spatial relationships
- Encourages learning about classification of items
- Increases eye-hand coordination
- Encourages sharing
- Encourages a sense of responsibility

Music and Creative Movement Activities

Music and creative movement activities may include listening and/or dancing to music on record, singing and acting out

songs and finger plays, and playing musical instruments. The benefits of music and creative movement activities include the following:

- Offer the opportunity for creative expression through songs, finger plays, and body movements
- Increase listening skills
- Provide for the release of tension
- Promote learning of concepts of body awareness and spatial relationships
- Promote muscle coordination through creative movement
- Promote language skills
- Develop vocal cords
- Promote recognition of sounds of instruments

Nature/Science Activities

There are many resources for nature/science activities: the seasons of the year, pets, wildlife, plants, flowers, construction sites, factories, zoos, museums, parks, field trips, and food preparation. Children can learn a lot about the world around them by participating in such nature/science activities as the following:

- cooking
- gardening
- observing living creatures
- water play
- sand play
- collecting rocks, leaves, etc.

Storytelling Activities

Reading books and telling stories to children will help them in the following ways:

- Provide new information
- Promote listening skills
- Provide appropriate speech patterns
- Teach children to follow a sequence of events
- Present new words
- Encourage the imagination
- Show appropriate behavior
- Encourage a child to want to learn to read

Six points to remember when telling stories to children include:

- Seat the child or children on the same level as the adult.
- Show enthusiasm while telling the story.
- Talk loudly and clearly so that the child or children can hear.
- Know the story well enough that you don't have to read it word for word.
- Tell the story slowly, but don't drag it out unnecessarily.
- Use body movement to act out parts, if appropriate.
- Change your voice and facial expressions to make the story more interesting.

Puppets and flannelboard characters and objects are sometimes used to add interest to the story.

Student Self-Check

UNSCRAMBLE THE PLAY ACTIVITIES

Directions: Number a sheet of paper from 1 to 10. Read each sentence. Then fill-in-the-blank with the correct word. The letters of the word are given in a scrambled order. Unscramble the word to find the answer. Check your answers against those provided on p. 12.

1. Using the hands and the imagination to handle play materials and small toys in a creative way is _____ play.

UIAATIPNVEML

2. Peg boards, puzzles, sewing cards, lotto's, and matching games are popular _____.

BATEL MAGSE

3. Watching TV, looking at comics, listening to stories, and watching others are activities classified as _____ type play.

VISASPE

4. Children can be encouraged to like and use books through _____ activities.

STRIMEOTY

5. Cooking, carpentry, gardening, water play, and sand play are excellent _____ activities with young children.

CIENSCE

6. Children are helped to develop a sensitivity to sounds and variations in tone, rhythm, tempo, and harmony through _____ activities.

SUICM

7. Scribbling, drawing, painting, making collages, and sculpture are _____ activities which provide a means for self-expression.

RAT

8. Family games, construction, exploratory play, and dramatic play are kinds of _____ play that preschoolers enjoy.

CATIVE

9. Dressing up in old clothes, playing house, pretending, and using puppets to tell stories are _____ play activities.

TAMADRIC

10. A hammer, nails, a saw, wood, and a workbench are needed tools, equipment, and supplies for _____.

DOORWOWKIGN

Student Information**STORY TELLING ACTIVITIES CHECKLIST**

Directions: Obtain a copy of this checklist to complete one part of Learning Activity #6

STORY TELLING ACTIVITIES CHECKLIST	YES	NO	NOT APPLICABLE
1. The child (or children) was seated on the same level as the adult.			
2. The story was told or read clearly and loudly enough to be easily heard.			
3. If storytelling, the story was told instead of being read.			
4. If reading a story with illustrations, the book was held at the eye-level of the child (or children).			
5. The story was told with enthusiasm, expression, and appropriate action.			
6. Flannelboard characters or puppets were used to add to the story.			
7. The story was told slowly, but did not drag on.			
8. The child (or children) was given the opportunity to ask questions or to talk about the story.			

Student Information**GUIDING CHILDREN AT PLAY**

You will have three roles to perform when guiding children at play. You must be:

- a supervisor,
- a guide,
- a playmate.

As a supervisor, you will watch the child from a distance making sure that he/she is safe and under control. You will not need to dominate or smother the child with your presence. A child needs freedom to play without too many restrictions.

As a guide, you will provide guidance and assistance as needed. You will show the child how to do things and give help if asked. You will become alert to the child's needs and will be able to determine when he/she needs to be directed to other toys and/or activities.

Sometimes you will be a playmate. As a playmate, you will interact with the child. You will play on the child's level. This will provide learning experiences for both you and the child. You will learn to think like the child and, therefore, see the child's point of view. The child will learn about people through the play experience with you. As a playmate, you will need to be fair. Avoid giving in or always letting the child be the winner when playing games. The child will begin to think he/she can do things better than is actually true. This could cause the child to be very disappointed at other times when he/she does not win.

To fulfill your roles as supervisor, guide, and playmate, you should practice positive guidance techniques:

1. Listen to the child . . . not just the words but also the body language. Often these actions and facial expressions make the meaning of the words clearer. Let the child know that you understand.
2. Make yourself understood. Get down on the child's level, face-to-face. Use words and examples that the child can understand.
3. Use positive language. Tell the child what can be done. Give reasons when possible. For example, if blocks are not to be thrown. Explain that they may hurt someone and suggest a ball for throwing.
4. Provide limits. Children feel secure with reasonable limits (rules). They need to know the consequences of breaking the limits. Sometimes the consequence is a direct result of breaking the rule. (For example, a dropped record breaks.) Sometimes the consequence is one that the adult provides. (For example, "If you go outside the fence, you will have to come inside where I can watch you.") The adult should make sure that the consequence relates to the limit broken and the seriousness of breaking it. For example, tearing a book is not as serious as hitting the baby. Be sure the consequences for tearing a book are less severe than for hitting the baby. This helps the child to learn to reason and to learn values.
5. Be consistent. If rules are changed often and without good reason, children become confused and frustrated. They begin to lose trust in their caregivers. This often brings about insecurity and fear.
6. Reinforce good behavior. Everyone likes attention. If children are given attention only when they do something wrong, they will be encouraged to do more wrong to get attention. Give attention to good behavior so that it will be repeated!

7. Encourage independence. Children learn by doing. You must let the child try to do tasks alone. Sometimes there will be failure, but keep in mind that a child learns from trial-and-error. Compliment the trying. Guide the child to success by providing suitable toys. Give the child reasonable choices and then accept whatever choice the child makes. Avoid hovering over the child. Give as much freedom as possible.

Children learn much from playing with others. When problems arise, let children try to settle their differences. Don't get involved in settling disputes until it's clear that you must help with a solution.

A child can also learn from playing alone. Independent play promotes independence. A child should have a balance of playing alone and playing with others.

8. Aid in clean-up. The responsibility of clean-up is a part of play. After each play activity, a child should be encouraged to put away the toys. Having several clean-up times throughout the day encourages the child to learn to fulfill responsibilities. Help as needed. Clean-up time can be fun if enough time is allowed and when caregiver and child can do it together. Have a specific place for things so that the child will know where to put them.

provided by your instructor. Include all of the information suggested below in your plan.

1. Type of activity:
2. Toys, materials, equipment needed:
3. Age(s) of child(ren):
4. Suggested time and location:
5. What is the value of this activity?
6. How will the child(ren) be encouraged to participate?
7. What is the expected behavior of the child(ren) for this activity?
8. What safety precautions will be taken?

Student Information

STUDENT WORKSHEET FOR PLANNING A PLAY ACTIVITY FOR PRESCHOOLERS

Directions: On a separate sheet of paper, write a plan for a play activity for preschoolers. Use the case situation

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Student Self-Check

ANSWERS

UNSCRAMBLE THE PLAY ACTIVITIES

1. Manipulative
2. Table games
3. Passive
4. Storytime
5. Science
6. Music
7. Art
8. Active
9. Dramatic
10. Woodworking

HUMAN DEVELOPMENT

HELPING CHILDREN COPE WITH FEARS

INTRODUCTION

Fear is a natural emotion. It is nature's way of alerting us to possible danger. All children develop certain fears. Teaching them how to cope with their fears will help them become more self-confident and secure. In this module, you will learn about the fears of children and ways to help them cope with or overcome fears as they mature.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given three actual situations or three case situations relating to children and their fears, help, or tell how to help, the children cope with their fears.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Ask your evaluator to provide actual situations or case situations for checking out. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. BRAINSTORM childhood fears with two classmates,
(and/or) _____.
2. READ Student Information, COPING WITH CHILDHOOD FEARS pp. 3-4. DISCUSS
the Student Information in a small group or with the whole class,
(and/or) _____.
3. ROLEPLAY, with a classmate, situations in which children have fears. Your
instructor will provide roleplay situations,
(and/or) _____.
4. COMPLETE Student Self-Check, COPING WITH CHILDHOOD FEARS, p. 4.
5. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
6. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

Student Information**COPING WITH CHILDHOOD FEARS**

During the course of a lifetime most people experience many fears. Fear is a natural emotion. It is nature's way of alerting us to react to possible danger. It prepares us to protect ourselves from something that threatens us.

At about six months of age most babies begin to experience the emotion of fear. Before that age they generally do not feel threatened by particular objects or events. Babies have no skills in coping with their fears. As they develop and mature they can learn to handle their fears--especially when they have understanding and informed caregivers. Various fears come and go depending on our basic feelings of trust, personal safety, and sense of security.

Some fears are good. Children need to be afraid of those things which will hurt them, such as cars in the street. However, a fear of cars to the point of being afraid to cross the street at all can become unhealthy. Children who have unhealthy fears are unhappy children. If they don't learn to cope with unhealthy fears, they will sooner or later suffer emotional and behavioral problems.

We cannot always help children overcome all their fears, but we can help them learn to cope with them. Read the suggestions below:

- Recognize when a child is fearful and try to find the causes.
- If the child is old enough to talk, let him/her talk about the fears. Give honest explanations of what the child fears.

- Provide affection and reassure the child that he/she is safe and secure.
- If you have fears that the child can sense, try to overcome them so the child does not learn your fears.
- Avoid making fun or shaming the child about his/her fears.
- Be patient and understanding.
- Avoid trying to argue the child out of a fear.
- Protect the child from the fear until the child can handle it. For example, if a child fears the dark, leave on a light in the hall until the fear is overcome.
- Use play to help a child handle fears.
- Never use fear as a method of discipline. For example, don't threaten the child with the things he/she fears.

Children react to fears in many ways. Sometimes it is hard for you to interpret that the child has a fear or what the fear is.

During infancy, babies may fear strangers, strange objects, sudden loud noises, sudden movements, and/or high places. They may react to their fears by:

- Crying
- Screaming
- Stiffening of their body
- Holding their breathe
- Clinging to the parent or caregiver

Toddlers and preschoolers sometimes fear storms, policemen, the dark, animals, certain noises, losing their parents, death, and imaginary dangers such as the "boogie" man, ghosts, and monsters. They may react to their fears by:

- Withdrawing, such as running and/or hiding

- Shyness
- Seeking the comfort of a parent or other adult
- Crying
- Sucking thumb or pacifier

School-age children may be afraid of starting to school or going to school. Some of their fears include immunizations, "separation anxiety" (the fear of being without their parents for protection and care), not being accepted by their classmates, a "bully" or a teacher, school failure, being hurt physically, and current events that they hear about on the news such as war, pollution, etc. Children of this age may react to or cope with their fear by:

- Withdrawing (being by themselves or not talking)
- Developing nervous habits such as nail biting, thumb sucking, or twisting a strand of hair
- Bedwetting
- Asking questions
- Wanting to talk about the cause of the fear
- Acting uninterested or behaving badly

Realizing the fears of children and helping them deal with those fears in positive ways will help them have a healthier, happier life.

Student Self-Check

COPING WITH CHILDHOOD FEARS

Directions: On a separate sheet of paper, give one way to help the child cope with fear in each of the case situations. Check your answers against those provided on p. 5.

1. A sudden loud noise causes six-month-old Carrie to jump and scream.
2. Three-year-old Bill is afraid to sleep in his room because its dark.
3. Four-year-old Joshua is afraid that a wolf will jump out of the basement storage closet and eat him up.
4. Mrs. Jones left four-year-old Gary at the day care center to go shopping. Gary shows signs of separation anxiety.
5. Five-year-old Georgette found her bird, Tweety, dead in his cage. She later talks about death and seems to be afraid.
6. Eight-year-old Joey expresses much fear that a war is going to happen and his home and family will be blown up.

Student Self-Check

POSSIBLE ANSWERS

COPING WITH CHILDHOOD FEARS

1. Hold Carrie close to you and softly talk to her.
2. Get Bill a night light for his room or leave the hall light on and the door to his room open.
3. Show Joshua that there is no wolf in the basement storage closet. Try to discover where he is getting such fears and explain why he may be afraid.
4. Mrs. Jones should tell Gary when she will return to pick him up. She should say good-bye affectionately, but cheerfully and confidently. Then she should leave without a backward glance.
5. Tell Georgette that all of us will die someday and that dying is a normal part of life. Tell her people usually don't die until they are older.
6. Admit to Joey that you too are afraid of war. Give frank answers to his questions. Avoid gruesome details.

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Housing and Home Furnishings

ALTERING DRAPERIES



Before you begin work on this module, complete Module No. 10, HANGING DRAPERIES.

Read the Objective. If you feel that you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to alter the length of draperies.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ALTERING DRAPERIES.



INTRODUCTION

When moving or when ready made draperies cannot be found in the exact length needed, alterations on existing draperies must be made. In order for the draperies to glide smoothly when opened or closed, they should barely clear the floor. In this module you will learn how to change the length of lined and unlined draperies without leaving outward signs of alteration.

LEARNING ACTIVITIES

1. **STUDY** Student Information, ALTERING LENGTH OF DRAPERIES, p. 2,
(and/or)_____.
2. **COMPLETE** Student Self-Check, DECIDING PROPER ALTERATION, p. 3.
3. **READ** Student Information, REHEMMING DRAPERIES, p. 3,
(and/or)_____.
4. **ARRANGE** with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Altering Length of Draperies

The simplest way to make your draperies the correct length may be to change the rod. Sometimes the placement of the rod on or above the window frame can be changed to take care of the problem. Refer to Module No. 10, HANGING DRAPERIES. Then check the space above and below the mounted rod. See if the rod can be raised or lowered in order to make the draperies have the proper length.

Draperies can also be lowered about 5 cm (2 inches) by using a decorative rod which is exposed with draperies hooked to rings beneath the rod. Likewise, they can be raised about 5 cm (2 inches) by changing from a decorative rod to a standard one on which the draperies will extend a little above the rod. If the draperies cannot be altered by these means or if the cost of the rod is too much, then they must be rehemmed.

In any case, the first step is to measure for the exact length needed. Then you can decide the best way to achieve the proper length. The window's features, style of room, and length

preferred can help decide the length needed. There are three correct lengths for draperies:

1. to the sill
2. to the lower edge of the apron
3. to the floor

Full-length draperies should never be so long that they crush on the floor. The present trend is to hang draperies so they are 1.27 cm ($\frac{1}{2}$ inch) above floor or carpet. This allows for easy movement across floor when draperies are opened or closed.

If draperies are too long, fold the surplus amount upward until the draperies clear the floor. Pin the surplus amount to the drapery. Use a hem gauge to measure the new hemline.

If draperies are too short, remove the stitches from the hem and press the hem flat. Sew a hem facing to the bottom edge of the drapery. Measure the correct amount of hem using a hem gauge.

If the unhemmed draperies are still too short to reach the floor, you may decide to shorten them to either apron or sill length. See figure 1.

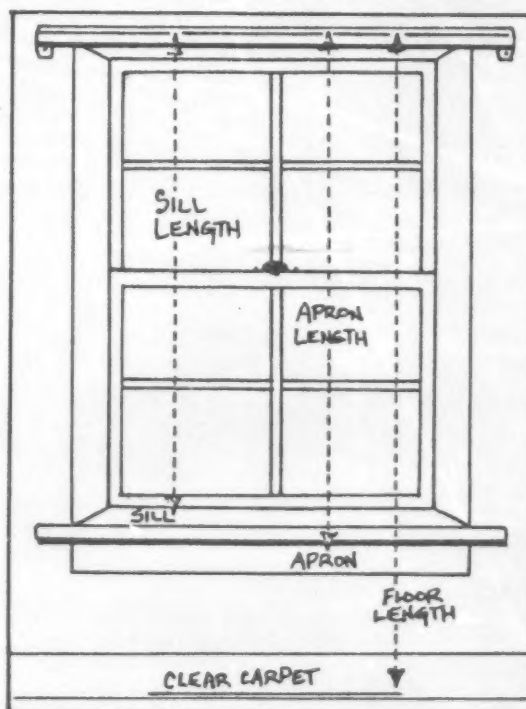


Figure 1

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STUDENT SELF-CHECK

Deciding Proper Alteration

After reading Student Information, ALTERING LENGTH OF DRAPERIES, check your knowledge by responding to the following three statements. Do not write on this module. Write your answers on a separate sheet of notebook paper. Check your answers with those on page 5.

1. List the three correct lengths for draperies.
2. List three ways to shorten draperies.
3. List three ways to lengthen draperies.

STUDENT INFORMATION

Rehemming Draperies

When draperies are to be rehemmed, the stitches must be removed from the present hem. Leave one corner intact so you can check to see how to complete the corners. Notice how weights, if any, are attached. Remove weights and save to use as you rehem the draperies. Steam press to remove all traces of the crease of the old hem. Measure with the hem gauge to keep hems even.

In unlined draperies it is a good idea to make a double hem if there is enough length. Double hems may be 7.5, 8.7, or even 10 cm (3, 3½, or 4 inches). This hem is made by turning up the exact amount and folding over again. A single hem can be made by folding down 1.27 cm (½ inch) before turning up the width of the hem. Miter corners by folding under outer edge of the hem at an angle that will meet the edge of the side seam. See Figure 2.

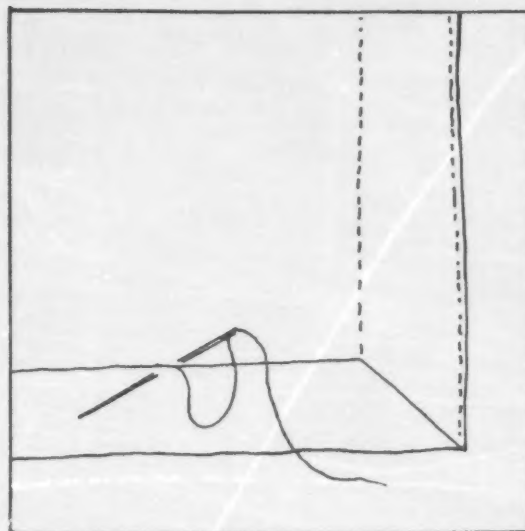


Figure 2

Attach weights, if any, inside fold of hem.

Baste hem and mitered corners in place. Do not press until length has been checked.

Hem draperies by hand using one of the following stitches:

Slip stitch — Bring the needle through the fold of the hem and pick up one thread of the fabric at the same point. Make stitches about 1.27 cm (½ inch) apart and fairly loose. Use this stitch for hems and hand appliqueing.

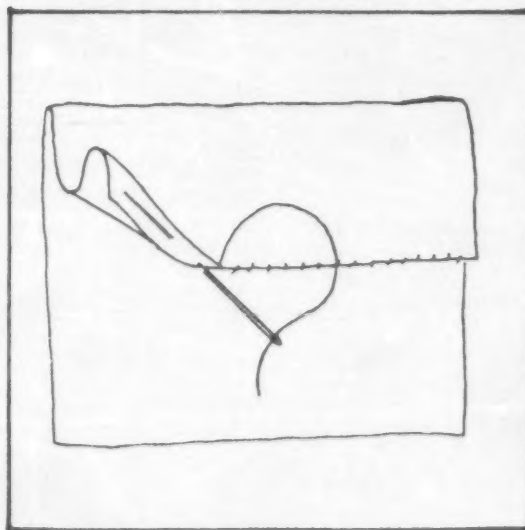


Figure 3

Catch stitch — Use this stitch to finish hems and on areas where the edges need to be held flat. Work from left to right, taking tiny stitches on the hem, and then on the article. Keep your stitches loose and even.

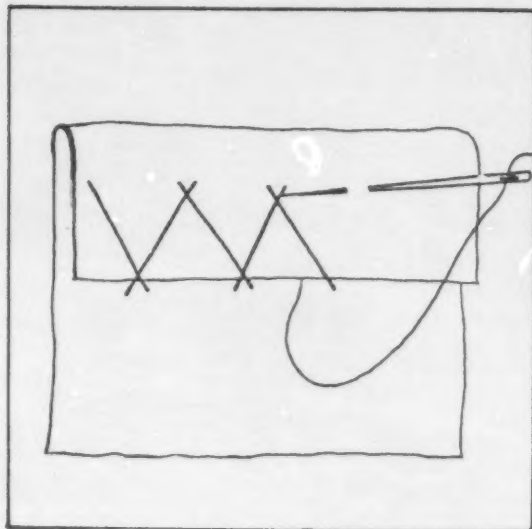


Figure 4

Hemming stitch — Anchor the thread to the underside of the hem edge. First, take a small stitch (one or two threads) in the fabric under the fold of the hem, then bring the needle up through the edge of the hem. Draw up the thread and repeat the operation.

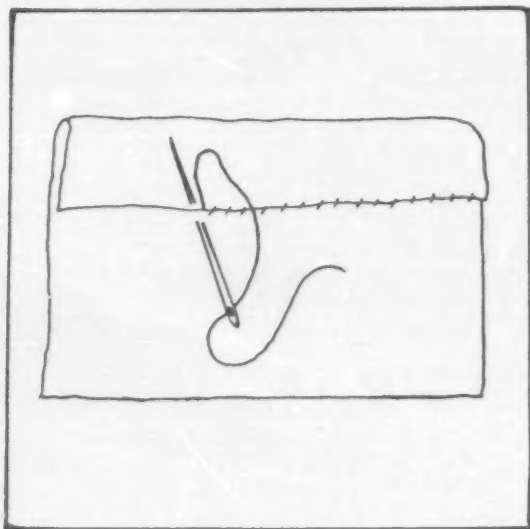


Figure 5

Since draperies are not likely to be altered again, the hem and mitered corners may be pressed neatly.

For lined draperies the stitches must be removed from both the drapery and lining hems. The side seams must be opened to the top of the lining hem. See Figure 6.

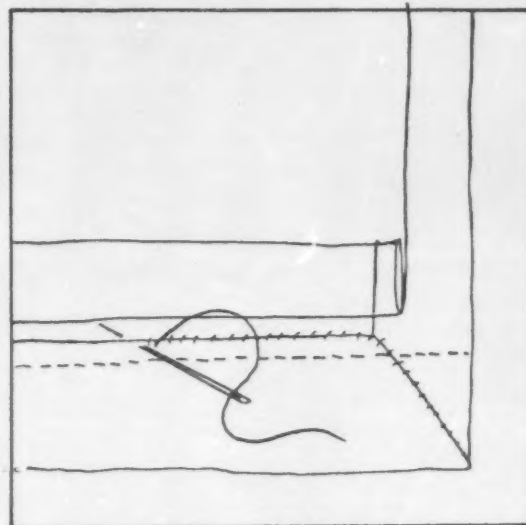


Figure 6

Compare the sides of the draperies. Check the length in the center and at each side. Be sure they are the same. Rehem lined draperies in the same manner as unlined ones. Measure the lining so it will be about 3.8 cm (1½ inches) shorter than the hemmed drapery. Fold up hem 5 cm (2 inches). Measure with hem gauge to keep even, marking line with tailor's chalk. Trim off excess fabric along marked line. Turn under 1.27 cm (½ inch) along bottom of lining. Then turn again forming a 3.8 cm (1½ inch) hem. Pin and slipstitch by hand. Slipstitch the lining hem to seam allowance of the side hems, being careful not to pick up threads of outside fabric. See Figure 7.

Compare the sides of the draperies. Make sure the length in the center and at each side is the same.

Rehem lined draperies in the same manner as unlined ones. Measure the lining about 3.8 cm (1½ inches) shorter than the hemmed drapery. Fold up the hem 5 cm (2 inches). Measure with hem gauge and mark a line with tailor's chalk. Trim off excess fabric along marked line. Turn the hem under 1.27 cm (½ inch) along bottom of lining and then turn again forming a 3.8 cm (1½ inch) hem. Pin and slipstitch by hand. Slipstitch the lining hem to seam allowance of the side hems, being careful not to pick up threads of outside fabric (See Figure 7).

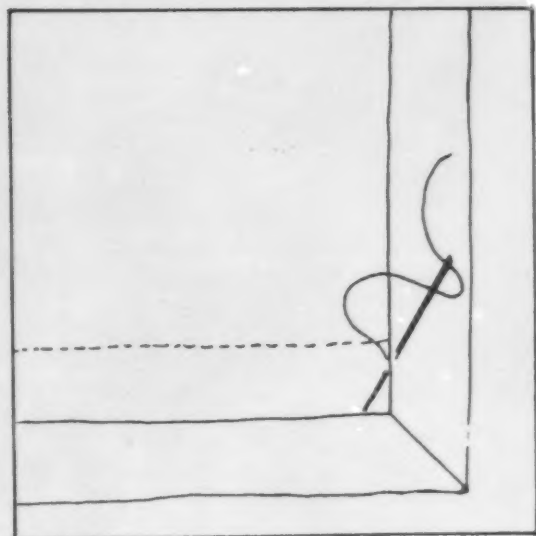


Figure 7

The lining hangs free of the drapery. To hold it in place for even hanging, use French tacks about 30 cm (12 inches) apart (See Figure 8).

To make a French tack, take a small stitch in the hem of the drapery and a small stitch in the hem of the lining. Hold the two fabrics 2.5 cm (1 inch) apart as you work. Take three or four stitches in the same manner and anchor the thread with a small stitch. Cover the threads with a blanket stitch.

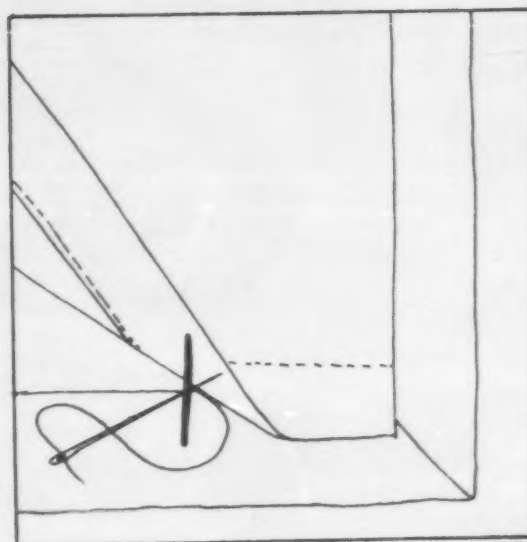


Figure 8

Housing and Home Furnishings

PAINTING A WALL



paint thinner, paint brush and/or roller, broom, cloths, screwdrivers, scraper, and sandpaper.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a wall area, floor cover, primer, paint, paint thinner, paint brush and/or roller, broom, cloths, screwdrivers, scraper, and sandpaper, paint a wall.

INTRODUCTION

Walls are the largest surface areas of a room. Wall treatments vary. However, paint is often used to decorate wall space because it is inexpensive and practical. There is a wide variety of paints to select from. For example, paints can be enamel (glossy), semi-gloss, or flat (no gloss). Painting walls requires a great deal of preparation. In this module you will learn how to paint a wall using the appropriate materials and methods.

In order to complete this module you will need a wall area, floor cover, primer, paint,

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PAINTING A WALL.

Your instructor will arrange an actual or simulated situation in which you will paint a wall area.

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LEARNING ACTIVITIES

1. READ about preparing a wall surface for painting, selecting paint, mixing and applying paint, and storing and cleaning paint in a reference provided by your instructor,
(and/or) _____.
2. COMPLETE Student Self-Check, PAINTING TERMINOLOGY, p. 2.
3. OBSERVE the preparation, methods, and materials of painting used by two persons in your neighborhood. Use Student Information, PAINTER'S CHECKLIST, on page 3.
(and/or) _____.
4. COMPLETE Student Self-Check, PAINTING TECHNIQUES, p. 3.
5. PRACTICE painting a wall area,
(and/or) _____.
6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

4. Semi-gloss
5. Flat
6. Calcimine
7. Oil-base paint
8. Nap
9. Flagged

COLUMN B

- A. No shine finish
- B. Pile length of a roller
- C. Shiny finish
- D. Tiny split ends
- E. Unpopular, strong smelling paint
- F. Dull shine finish
- G. Synthetic resin used for chalking surfaces
- H. Water-base paint
- I. A white or tinted liquid used as a wash for walls/ceilings

STUDENT SELF-CHECK

Painting Terminology

On a separate sheet of paper number 1-9. Match the definitions in Column B with the terms in Column A. Place the letter of the definition beside the appropriate number. Check your answers with those on page 5.

COLUMN A

1. Alkyd
2. Latex
3. Enamel

STUDENT INFORMATION

Painter's Checklist

Observe and interview two painters to determine what types of preparation, materials, and methods they use when painting. Using the chart below as a guide, prepare a form to record responses. Let No. 1 represent the first painter and No. 2 the second. Place a (✓) in the column indicating their responses to each question.

After the interview, compare the two painters and their work. Include the following points:

1. The good qualities of each painter.
2. A suggestion for improving the techniques of each painter.
3. A statement which identifies the painter you would select to paint for you. Give the reasons for your choice.

PREPARATION

No.	YES		NO	
	1	2	1	2
1. Moved furniture				
2. Covered furniture				
3. Cleaned wall surfaces				
4. Repaired wall surfaces				
5. Removed switches, outlets, rods, etc.				
6. Primed wall				
7. Scraped wall				
8. Sanded wall				

MATERIALS

1. Brush
2. Roller and pan
3. Paint thinner
4. Broom
5. Scraper
6. Screwdrivers
7. Sandpaper
8. Cloths
9. Ladder

METHODS

No.	YES		NO	
	1	2	1	2
1. Selected color				
2. Collected all necessary tools				
3. Mixed paint				
4. Thinned paint				
5. Brushed/rolled paint				
6. Painted in sequence (ceilings, walls, woodwork, trim, windows, etc.)				
7. Selected appropriate paint for job (latex, alkyd, oil, calcimine)				
8. Cleaned area				
9. Replaced furniture, hardware, outlets, etc.				

STUDENT SELF-CHECK

Painting Techniques

On a separate sheet of paper number 1-10. Select the best response to the following statements. Check your answers with those on page 5.

1. In order to avoid splattering with a brush roller
 - A. Roll the paint quickly
 - B. Stop the roller before lifting it from the wall
 - C. Use a heavy pressure while rolling
 - D. Spin the roller at the end of each stroke
2. When applying paint with a brush
 - A. Use 6-10 strokes
 - B. Use uniform strokes
 - C. Use same-direction strokes
 - D. Use short strokes

3. To avoid lap marks while painting a wall
 - A. Spread the paint in even, back-and-forth motions
 - B. Paint with a "dry" brush
 - C. Work into the wet edge of the previous section
 - D. Paint in a horizontal direction
4. When selecting a color, choose a paint that
 - A. Is slightly lighter than the color you want
 - B. Is slightly darker than the color you want
 - C. The dealer suggests
 - D. You have seen advertised
5. When selecting a paint brush, choose a brush that
 - A. Has a few short bristles
 - B. Feels unbalanced and stiff
 - C. Contains tiny, split ends
 - D. Fans out widely
6. When selecting a roller, choose
 - A. A mohair roller for interior flat paint
 - B. A lamb's wool for enamel paint
 - C. A short nap for a rough surface
 - D. A carpet cover for a smooth texture
7. Use a hook type scraper to
 - A. Remove paint from window panes
 - B. Apply and smooth putty
 - C. Scrape down rough surfaces
 - D. Avoid using sandpaper
8. Latex paint refers to
 - A. Rubber-base paint
 - B. Slow-drying paint
 - C. Alkyd paint
 - D. Water-base paint
9. The first step in cleaning a brush used in oil-base paint is to
 - A. Stand the brush in a container of solvent
 - B. Wash the brush in warm water
 - C. Tap excess paint from the brush
 - D. Spin the brush handle inside a large container
10. Alkyd flat paint is ideal for
 - A. Metal surfaces
 - B. Unprimed masonry surfaces
 - C. Damp surfaces
 - D. Chalking surfaces

STUDENT SELF-CHECK**Painting Terminology****Answers**

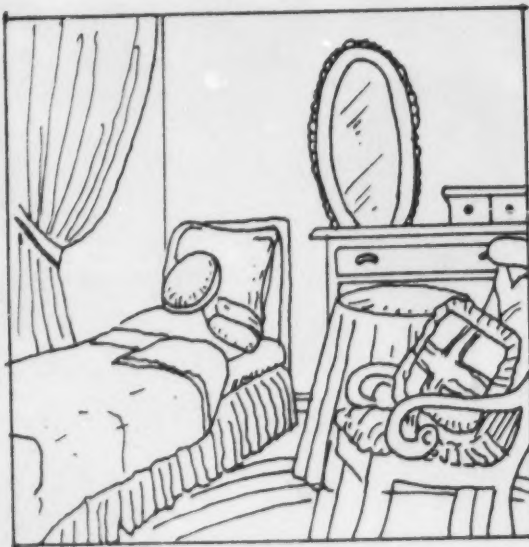
1. G
2. H
3. C
4. F
5. A
6. I
7. E
8. B
9. D

STUDENT SELF-CHECK**Painting Techniques****Answers**

1. B
2. D
3. C
4. A
5. C
6. A
7. C
8. D
9. C
10. D

Housing and Home Furnishings

MAKING THROW PILLOWS



INTRODUCTION

Pillow making is basically an easy project. You can begin with a simple pillow and work up to a more difficult one. Even the simplest project can produce a pillow that is an attractive and useful accent for your home.

Pillow making is also resourceful since fabrics, stuffings, yarns and other items can be recycled. Even samples of handcrafts can be used to make pillow tops. In this module you will learn how to make your own pillow form. You will also learn how to construct a knife-edged pillow.

Before you start to work on this module, be sure you have completed Module 21, MAKING A QUILT.

Read the Objective. If you feel that you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to make a throw pillow.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING THROW PILLOWS.

zipper cording foot, ruffler, pins, steam/dry iron, stuffing, and desired closure items. Make a throw pillow.

LEARNING ACTIVITIES

1. READ instructions for making a knife-edged pillow from a completed quilt block in a reference provided by your instructor,

(and/or) _____

2. STUDY Student Information, PILLOW TERMS, and learn what they mean, p. 2,

(and/or) _____

3. CHECK YOUR KNOWLEDGE by completing the Student Self-Check, DO YOU KNOW YOUR PILLOW TERMS?, p. 2.

4. PLAN a project making a knife-edged pillow, using the 30.5 cm (12 in.) square quilt block you made in Module No. 23, Making a Quilt, as the pillow top,

(and/or) _____

5. READ a reference on enlarging a quilt block and adding a border,

(and/or) _____

6. SELECT material to be used as an attractive border. ENLARGE the quilt block to 45 cm (15 in.) square by adding a 7.6 cm (3 in) border as shown a reference provided by your instructor,

(and/or) _____

7. COMPLETE knife-edged pillow cover with a back having an envelope closure (use two pieces of fabric 38 cm x 30.5 cm (15 in x 12 in) to allow for overlap) as shown in a reference provided by your instructor,

(and/or) _____

8. MAKE a 38 cm (15 in) square pillow form of preshrunk muslin or material from an old sheet and stuff it with selected filling material,

(and/or) _____

9. INSERT pillow foam into patchwork pillow cover with envelope closure for a completed project,

(and/or) _____

10. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Pillow Terms

1. Box-edged pillow — one having an extra strip of material sewed between top and bottom of pillow cover.
2. Boxing — an extra strip of material that is inserted between the pillow top and pillow bottom, adding height.
3. Cording — covered cord which is sewed into the seam(s) around the pillow's edge.
4. Envelope closure — a quick, convenient way to close a pillow cover, requiring no zipper or snap tape, and made by overlapping hemmed ends about 7.6 cm (3 in) or more at center back of pillow.
5. Flange — a straight, ungathered border around a pillow, giving a tailored look.
6. Knife-edged pillow — top and bottom of pillow are sewed directly together.
7. Ruffle — a gathered (or shirred) strip of material used as a border.
8. Throw pillow — a small pillow used for a decorating accent.

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STUDENT SELF-CHECK**Do You Know Your Pillow Terms?**

On a separate sheet of paper, number 1-8.
Match the terms with the correct definition.
Check your answers with those on page 4 .

Terms

1. Throw pillow
2. Knife-edged pillow
3. Box-edged pillow
4. Cording
5. Boxing
6. Flange
7. Ruffle
8. Envelope closure

Definitions

- A. A straight, tailored border
- B. A gathered border
- C. Small decorative pillow
- D. Strip of material used to add height to pillow
- E. Strip of covered cord to sew in seam
- G. Top and bottom separated by strip of material
- H. Requires no zipper or snap tape

STUDENT SELF-CHECK**Do You Know Your Pillow Terms?****Answers**

1. C
2. F
3. G
4. E
5. D
6. A
7. B
8. H

Housing and Home Furnishings

HANGING WALL ACCESSORIES



OBJECTIVE

Given at least three wall accessories, hangers, paper, marker, yardstick, clear tape, hammer and nails, hang wall accessories on assigned wall.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HANGING WALL ACCESSORIES.

Your instructor will provide you with three wall accessories ready to be hung, hangers, paper, marker, clear tape, yardstick, hammer and nails. Hang the wall accessories.

INTRODUCTION

Wall hangings are popular home accessories. They can make any room more attractive if properly located and correctly hung. In this module you will learn how to locate and hang wall accessories.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, WHERE TO HANG WALL ACCESSORIES, p. 2 ,

(and/or) _____

2. SEARCH through home decorating magazines and FIND five pictures of wall accessories that appeal to you. DISCUSS your selections with a small or large group of students.

(and/or) _____

3. READ and STUDY Student Information, GROUPING PICTURES, (and/or) _____.
4. COMPLETE Student Self-Check, PLACING AND GROUPING WALL ACCESSORIES.
5. READ and STUDY Student Information, HOW TO HANG WALL ACCESSORIES, (and/or) _____.
6. COMPLETE Student Self-Check, HOW TO HANG PICTURES.
7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

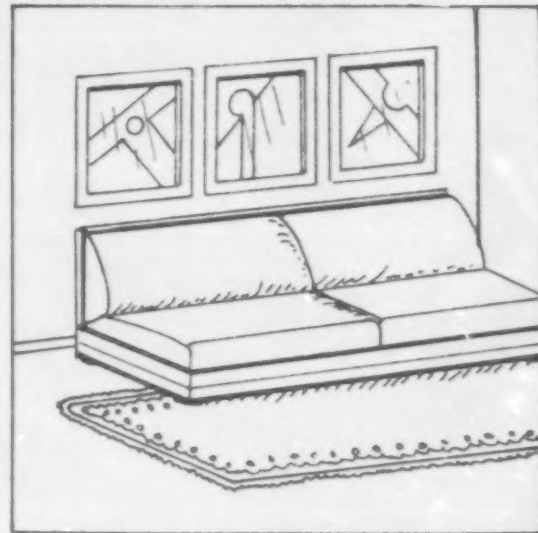


Figure 1

Keep the size of the wall hanging in scale with the furniture it accompanies.

The shape of the wall hanging should blend with the shape of both the wall space and the furniture. A broad picture is best suited to a horizontal space and furniture. A vertical wall space needs a tall picture.

Limit the number of pictures in any one room so that each picture will be appreciated for itself. Avoid overcrowding the walls.

If there is more than one picture in a room, they should form an even line at the top, bottom or center.

An important picture should hang alone for emphasis.

Pictures should be hung so that the center of interest is at eye level. This usually means the standing eye level of an average adult which is approximately 167.5 cm (66 inches) from the floor. If the picture will be seen mainly while sitting, hang the picture low. A good example of this would be pictures over a desk.

STUDENT INFORMATION

Where to Hang Wall Accessories

Carefully chosen pictures and/or other wall hangings add a finishing touch to a room. Follow these simple rules for placing wall accessories.

Pictures should be hung in relation to furniture groupings. They should be placed close enough to the furniture so that they appear to belong together (See Figure 1).

The only time it is correct to staircase pictures is when they follow a stairway. Even then it should not be done if the stairway is in a living area. The diagonal line would attract the eye and carry it up, away from the conversation group.

Patterned walls must have either a wide mat around the picture or a very wide frame to separate the two designs.

A general rule is to hang light pictures on light walls and dark pictures on dark walls. However, for balance, a dark picture looks better with dark furniture, and vice versa, regardless of wall shade.

STUDENT INFORMATION

Grouping Pictures

Wall accessories are often hung in groups. The total size of the group should be in scale with the room, the wall space, and the furniture.

Pictures grouped together should be similar in subject matter, color, and character. Similar mats and frames should be used to tie the group together.

When small and large pictures are grouped together, place the smaller ones either to the side or bottom of the larger one. See Figure 2.

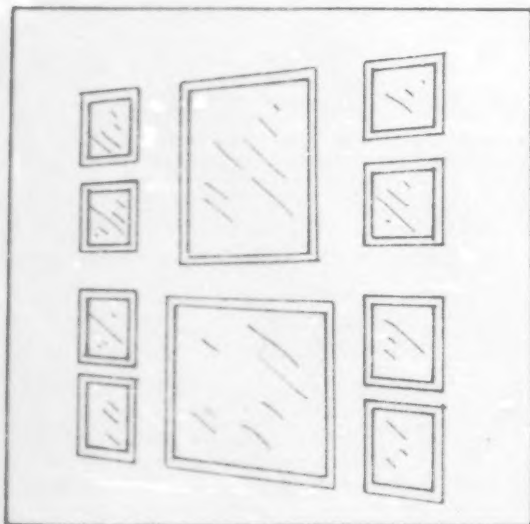


Figure 2

Pictures that have strong line movement should be hung so their lines carry the eye toward the group. Portraits, for example, should face each other.

The space between grouped pictures should be less than the width of any one picture.

Grouped pictures of varying sizes should follow the line of the furniture above which they are hung. If the piece of furniture forms a straight line, keep the bottom of the frames on the same line, Figure 3A; if the furniture creates an uneven line, it is better to hang pictures so the tops are on the same line, Figure 3B.

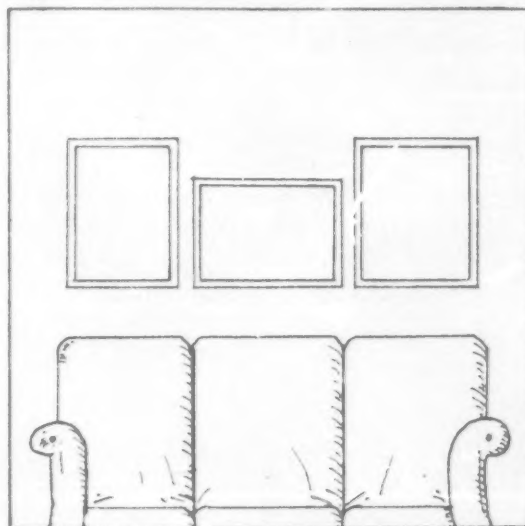


Figure 3A

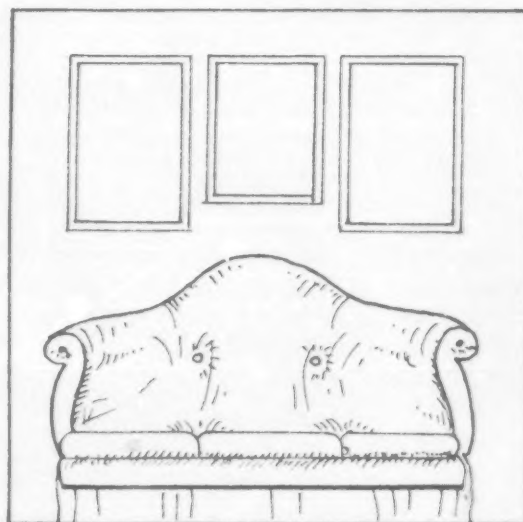


Figure 3B

It is helpful to use a large piece of paper to decide how to place a group of pictures. Lay the paper on the floor. Move the pictures around on the paper until you have a pleasing, well-balanced arrangement. Draw around the pictures. Then place the paper on the wall to find the spot for hanging each picture, Figure 4.

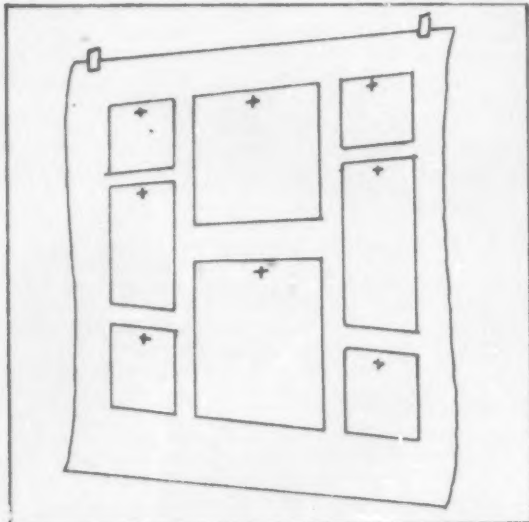


Figure 4

Every decorative object near the wall hanging must be considered a part of the group and take its proper place for balance. It must also harmonize in color, proportion, and mood.

Other objects can be hung on walls in place of pictures. If mirrors, plates, plaques, or decorative textiles are used, follow the same principles for placing them as for pictures.

STUDENT SELF-CHECK

Placing and Grouping Wall Accessories

On a separate sheet of paper write down the numbers of the statements below which are true in relation to placing or grouping wall accessories. Check your answers with those on page 7.

1. If you have four small pictures, it is best to hang one on each wall for good balance.

2. An important picture should hang alone to give it emphasis.
3. Pictures hung on patterned wallpaper should have wide frames and/or mats.
4. Several small pictures may be placed in a stairstep arrangement for an interesting wall effect.
5. For balance, a light picture usually looks better with light furniture.
6. A tall picture is best suited to a horizontal wall space.
7. Hang pictures a good distance from furniture groupings.
8. The size of a picture should be in scale with the size of furniture it accompanies.
9. Pictures should be hung at eye level.
10. The space between grouped pictures should be less than the width of any one picture.

STUDENT INFORMATION

How to Hang Wall Accessories

Wall accessories must be carefully hung so they can be seen to be enjoyed. Use a piece of paper cut the size of the picture to help determine the best location for the picture in relation to the furniture and space to be used. To find the right spot for the nail, measure from the bottom of the picture to the wire. Mark this point on your paper, then through the paper onto the wall. See Figure 5.

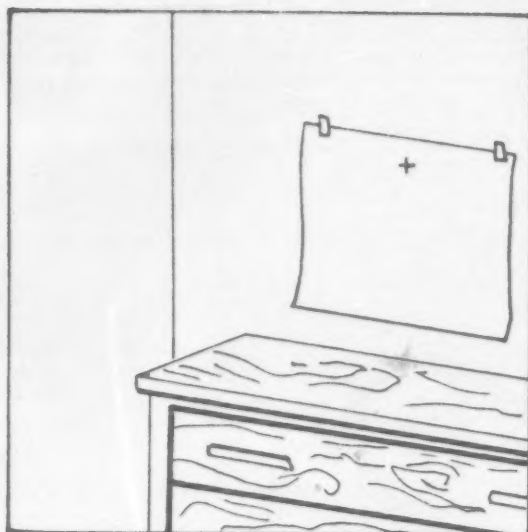


Figure 5

Pictures, especially large ones, are less likely to slip out of place if they are hung with two nails or hooks instead of one. If the walls are plastered, place clear tape on the wall before driving the nail. (Hint: Dipping the nail in ice water before hammering it into the wall helps prevent cracking the plaster.) Drive nails at a downward angle instead of straight in. At an angle, nails are not likely to come out and plaster is less likely to crack.

Pictures should hang as flat as possible against the wall. This way they seem more like part of the wall and do not throw shadows. The picture won't tip forward if the screw eyes that carry the wire are placed within the upper one-fourth of the frame. Hang pictures blind, with no wires showing.

While it is better to hang pictures blind, sometimes this is impossible because the picture hooks cannot be nailed to the wall or because the picture is too heavy for wall hooks. In these cases, the picture may be hung with two parallel wires from the molding at the ceiling, Figure 6. If wires must show, keep them in the background. Paint them the same color as the wall. Avoid using heavy cords and tassels; they may look decorative but often take away from the picture.

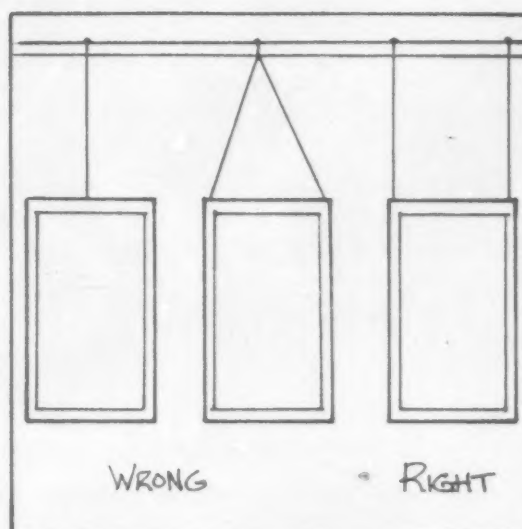


Figure 6

STUDENT SELF-CHECK

How to Hang Pictures

On a separate sheet of paper number from 1 through 10. Complete each sentence by writing the correct word or words by the appropriate number. Check your answers with those on page 7.

1. Pictures should hang as _____ as possible against the wall.
2. A picture is less likely to slip if it is hung with _____.
3. Pictures should be hung blind, with no _____ showing.
4. Pictures won't tip if the screw eyes for picture wire are placed within the upper _____ of the frame.
5. Pictures that cannot be hung blind should be hung with two _____ wires from the molding at the ceiling.
6. If walls are plastered, place _____ on the wall before driving the nail to prevent cracking.

7. Drive nails at a/an _____ instead of straight in when hanging pictures.
8. One reason you may not be able to hang a picture blind is that it is too _____ for wall hooks.
9. If wires must show when hanging pictures, keep them in the _____.
10. Plaster may not crack as easily if you dip the nail into _____ before driving it into the wall.

STUDENT SELF-CHECK

Placing and Grouping Wall Accessories

Answers

- 2
- 3
- 5
- 8
- 9
- 10

STUDENT SELF-CHECK

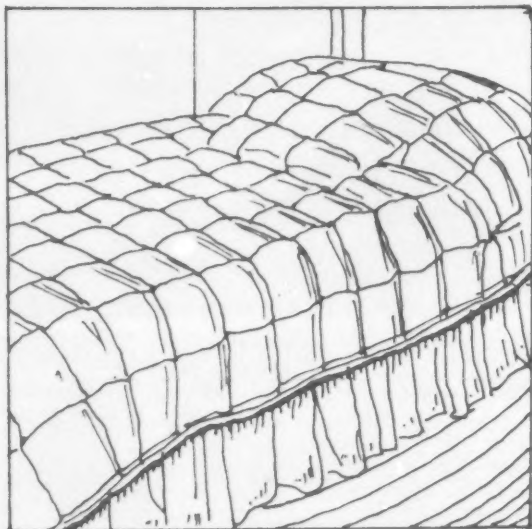
How to Hang Pictures

Answers

1. flat
2. two nails or hooks
3. wires
4. one-fourth
5. parallel
6. clear tape
7. downward angle
8. heavy
9. background
10. ice water

Housing and Home Furnishings

MAKING A QUILT



give warmth, and add individuality to bedcoverings; they are often used as wall decorations, pillow tops, and other home accessories. A good way to conserve resources is to recycle fabrics by making quilts. In this module you will learn the parts of a quilt and the principles for constructing quilts by hand or machine. You will make a quilted nine-patch square suitable for use as a pillow top.

Before you start to work on this module, be sure you have completed the Modules on Elements and Principles of Design; Preparing Fabric for Laying, Cutting, and Marking; Sewing Equipment; and Machine Sewing.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Provided with materials, scissors, sewing machine, quilting attachment, thread, pins, hand sewing needles, thimble, pencil, ruler, and steam iron, make a quilt.

INTRODUCTION

Quilting is the craft of stitching or sewing together two layers of fabric with a layer of filler sandwiched between them and held in place by stitched designs. Quilts are made for both practical and creative purposes. Quilts

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CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING A QUILT.

Your instructor will provide you with fabric scraps, backing and filler materials, scissors, ruler, pencil, steam iron, and sewing equipment and supplies. Make a nine-patch quilted square.

LEARNING ACTIVITIES

1. READ about the quilting process in a reference provided by your instructor,
(and/or) _____.
2. VIEW a display of quilts,
(and/or) _____.
3. READ and STUDY how to collect, select, mark, cut, and join pattern pieces of a patchwork quilt top in a reference provided by your instructor,
(and/or) _____.
4. VIEW a bulletin board on ways to use patchwork quilts in decorating,
(and/or) _____.
5. READ about sewing patchwork squares together by hand or machine in a reference provided by your instructor,
(and/or) _____.
6. CHECK YOUR KNOWLEDGE by completing the Student Self-Check, MAKING QUILTS, p. 2,
(and/or) _____.

7. READ Student Information, MAKING A NINE-PATCH QUILTED SQUARE and CONSTRUCT a nine-patch quilt square by following the steps outlined on page 4,

(and/or) _____.

8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Making Quilts

On a separate sheet of paper write the word(s) that best complete(s) the statements. Choose your answer from the following list. Check your answers with those on page 6.

top
three
accuracy
care requirement
calico
pre-wash
hand
shifting
straight
five
corners
lumps
machine
backing
weight
less
cotton blends
eight
grain
raw edges
seam
resources
wrinkles
pull
press
filler
force
muslin
gingham

1. Some fabrics appropriate for quilting are _____, _____ and _____.
2. _____ and _____ all fabrics used in quilting.
3. All fabrics used in quilting should have the same _____ and _____.
4. _____ is the key principle in quilting from marking to cutting to stitching.
5. Quilting is the art of decoratively stitching at least _____ layers of fabrics together.
6. The layers of a quilt are the _____, the _____, and the _____.
7. Decorative quilt stitching can be done by _____ or _____.
8. As you pin and baste layers of the quilt together, press out all _____ and _____.
9. Match _____, _____, and _____ in quilting.
10. Cut all patterns and pieces on the _____ of the fabric.
11. Set the sewing machine stitch regulator for _____ to _____ stitches per 2.5 centimeters (1 inch).
12. Adjust the pressure and tension to a little _____ than for normal sewing.
13. Generous hand basting of quilt layers together prevents them from _____.
14. As you stitch never _____ or _____ the quilt top under the presser foot of the machine.
15. Quilting developed out of a need to conserve _____ by our ancestors.

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STUDENT INFORMATION

Step-by-Step Directions for a Nine-patch Quilted Square

Before beginning Step 1, you will need to select, pre-wash, and press scraps of fabric (including fabric for backing) for a nine-patch square design.

Step 1

Trace onto paper a square that is 10 cm (4 in.) along each side, using the actual size pattern given. Then cut along tracing to make a pattern. (The seam allowance has been provided for in the pattern, so you won't have to measure for it.) See Figure 1.

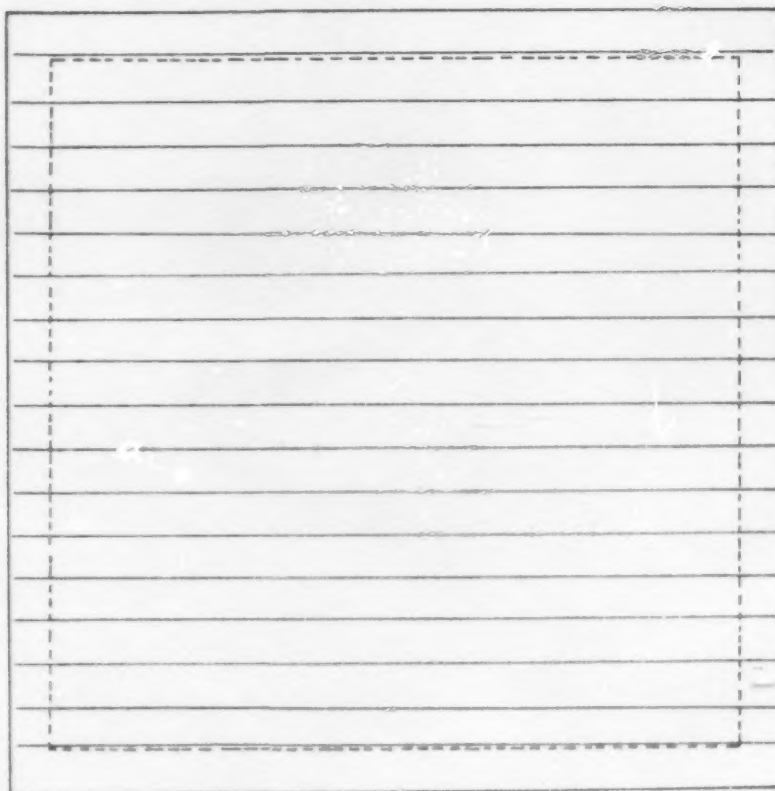


Figure 1

Step 2

Lay the pattern on a piece of cardboard, trace around it, and cut it out for a template (a pattern that is strong enough to be used over and over) to use for cutting all squares for the patchwork top.

Step 3

Place the template on the straight grain of the fabric, wrong side, single thickness. Do not use the selvage part of the fabric. Trace around it accurately with a sharp pencil, then cut it out carefully. Cut a total of nine squares, one at a time, by this method.

Step 4

Lay out the nine squares on a flat surface to create a pleasing design.

Step 5

Pin two squares together with right sides face-to-face, raw edges even with each other, and corners matched. Place pins at right angles to the raw edges so you can stitch right over them.

Step 6

Machine stitch (or this may be done with small, neat, even, hand stitches) allowing a 6.35 mm (¼ in) seam. Set a seam guide on the machine to make the correct seam size. Stitch all seams straight with the same seam allowance throughout. Use 10-12 stitches per 2.5 cm (1 in) and stitch with thread that blends with fabric. Secure threads at the ends of each seam. Stitch together all the patches of one row before starting another row. Make all the rows of the design by this method.

Step 7

Press seams open with an iron.

Step 8

Pin and stitch the rows of patches (squares) together, matching the seams, raw edges, and corners. Use the same seam allowance as above. Add rows in the above manner until the nine-patch square is completed.

Step 9

Press open the seams that connect each row.

Step 10

Compare by measuring all the squares to make sure all are the same size. Adjust, if necessary.

Step 11

Mark lightly with dotted lines for the quilting design to be stitched later when the layers are stacked together.

At this point you may wish to refer to references illustrating how to prepare, lay, and baste together the layers for quilting.

Step 12

Mark a square that is 0.305 m (12 in) on each side for the backing of the quilt. (Be sure it is marked on the straight grain of the fabric; do not use the selvage.) Then cut out the backing on the marked lines.

Step 13

Mark and cut quilt batting for a filler (same size as the backing).

Step 14

Place the filler against the wrong side of the backing and smooth it out until it is free of wrinkles or lumps. Pin and baste together from the center, working outward toward the edges and sides. Baste well enough to prevent shifting of the layers. Baste all edges also.

Step 15

Place the marked and pressed patchwork top on top of the batting, right side up. Smooth out all wrinkles and square the corners. Pin in place through all three layers, working from the center out in all directions. Space the pins about 20 cm (8 in) apart. Be sure to smooth out any lumps and wrinkles ahead of you as you work.

Step 16

Hand baste center vertical and horizontal lines first, forming a cross (+) design on the top. Baste through all three layers in all directions as shown in Figure 2. Basting rows should be about 10 cm (4 in) apart over the whole square.

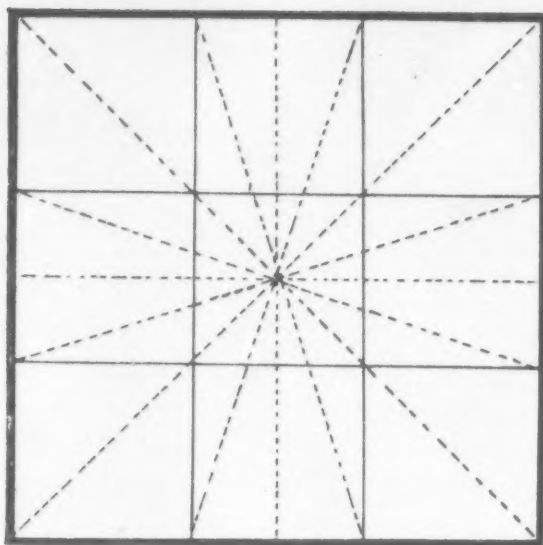


Figure 2

Step 17

Set the machine stitch at 6 to 8 stitches per 2.5 cm (1 in). Loosen the tension and pressure of the machine so it will be slightly less than for normal sewing.

Step 18

Construct a small quilt sample with a marked top, batting, and backing to test the stitch tension. Upper and lower thread should lock in the middle of the layers. Also, practice stitching on marked lines. Make any needed adjustments to the stitch.

Step 19

Sew the quilt square on the lines of the marked design from the center to the outer edge; that is, sew center rows first and then sew the others (moving outward). Don't pull or force the quilt under the presser foot. Guide it gently and stitch at a slow, even pace, exactly on the marked lines.

Step 20

Secure the threads at the beginning and end of each row of stitching.

Step 21

Return supplies to the proper place and clean the working area.

This quilted square can now be made into a pillow, or you may wish to finish the edges as shown in the references and use it for a wall hanging in your room.

STUDENT SELF-CHECK**Making Quilts****Answers**

1. cotton blends, calico, gingham, etc.
2. Pre-wash, press
3. care requirement, weight
4. Accuracy
5. three
6. top, filler, and backing
7. hand, machine
8. lumps, wrinkles
9. corners, raw edges, and seams
10. straight grain
11. five, eight
12. less
13. shifting
14. pull, force
15. resources

Housing and Home Furnishings

ARRANGING FURNITURE



Before you start to work on this module, be sure you have completed Module No. 13, **RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN**.

Read the Objective. If you feel that you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.



OBJECTIVE

When you finish this module you will be able to arrange furniture.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, **ARRANGING FURNITURE**.

INTRODUCTION

The way furniture is arranged influences the appearance, comfort, and convenience of any home. Furnishings should be arranged according to principles of good design to best utilize space in the room. In this module you will learn how to arrange furniture to serve the functional purposes of safety, security and convenience while also satisfying beauty and comfort needs.

LEARNING ACTIVITIES

1. READ about arranging furniture in two references provided by your instructor,

(and/or) _____

2. READ and STUDY Student Information, ARRANGING FURNITURE,
(and/or) _____.
3. IDENTIFY and DISCUSS in a small group the activity areas that are needed in living rooms, dining rooms, and bedrooms,
(and/or) _____.
4. READ and STUDY Student Information, PRINCIPLES OF ARRANGEMENT,
(and/or) _____.
5. REVIEW the principles of furniture arrangement. FIND and LABEL pictures which show examples of these four principles,
(and/or) _____.
6. VISIT furniture stores or designer showrooms to LOOK at room arrangements and furniture groupings. IDENTIFY at least one functional grouping you observed for living room, dining room, and bedroom areas,
(and/or) _____.
7. DISCUSS the functional groupings you observed in Learning Activity No. 6 with another member of your class. Decide if your observations were accurate,
(and/or) _____.
8. READ and STUDY Student Information, SPACE NEEDS and PLAN ON PAPER,
(and/or) _____.
9. Select pictures of three different kinds of rooms and rate the rooms using Student Information, FURNITURE ARRANGEMENT CHECKLIST. Your instructor will provide several pictures of rooms from which you may choose,
(and/or) _____.
10. VIEW a filmstrip on arranging furniture provided by your instructor,
(and/or) _____.
11. STUDY Student Information, GOOD DESIGN IN ARRANGEMENT,
(and/or) _____.
12. STUDY Student Information, SAMPLE ROOM ARRANGEMENT PLANS,
(and/or) _____.
13. COMPLETE Student Self-Check, ARRANGING FURNITURE.
14. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Arranging Furniture

Regardless of the size of a room, the way furniture is arranged is important to safety, comfort, convenience, and attractiveness.

Along with wall and ceiling treatments, the placement of furniture affects the apparent size and shape of a room, its liveability, usefulness, charm, and character.

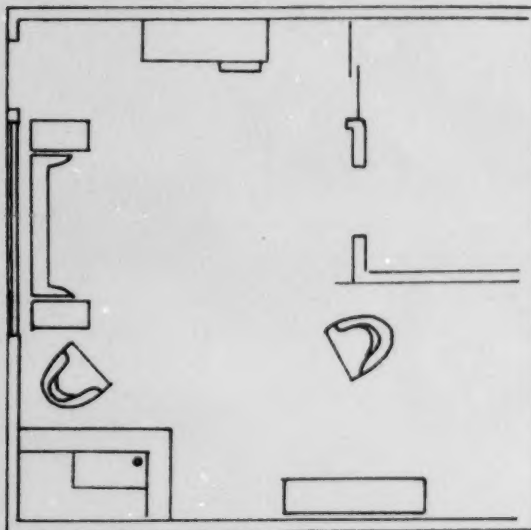


Figure 1

The arrangement of furniture can create an illusion and make a room appear long, short, or less square. A wall can be made to appear long, short, or tall, and a piece of furniture can look large or small. The placement of the sofa in Figure 2 divides the space into parts giving the appearance of less length and also producing a more effective conversation grouping.

Furnishings should provide the best use of available space in each room. This is done by properly coordinating furnishings with family activities and the floor space available. Compare Figure 1 and Figure 2.

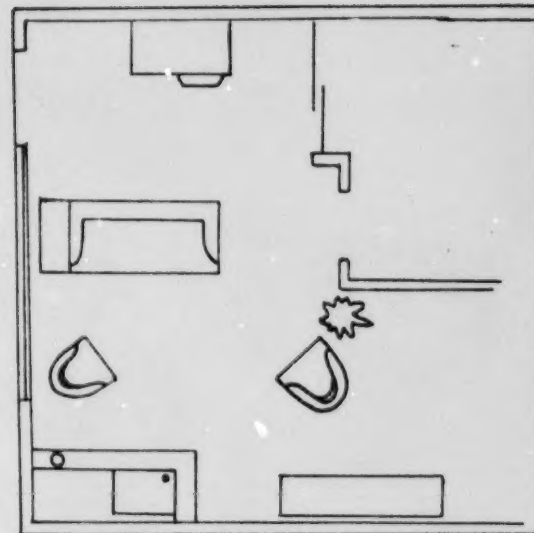


Figure 2

Consider the following questions when developing a room plan.

1. What is the purpose of the room?
2. What are the needs and interests of the people who will use the room?
3. What activities will be carried on; conversation, eating, sleeping, viewing T.V., playing cards or other games, listening to records, studying, reading, sewing, children playing, etc.?
4. What furniture is needed for these activities?
5. What furnishings are available that can be used?
6. What storage facilities are needed?
7. Where will the traffic lanes be?

A room that is correctly arranged will follow the basic principles of good design. It should be well balanced, the furniture grouped together should be in scale, and the whole room should give an effect of harmony and beauty.

STUDENT INFORMATION

Principles of Arrangement

There are four main principles of arrangement to keep in mind when arranging furniture. These include traffic lanes, furniture groupings, a spacious look, and the center of interest.

Traffic lanes — Keep traffic lanes open. The paths that people take when walking through a room form the traffic pattern. Major conversation groups should be placed so that they are not disturbed by traffic.

It is sometimes possible to arrange furniture to redirect traffic and to make the room more useable and interesting. Illustration B is a much better arrangement than A because the traffic lanes are kept open.

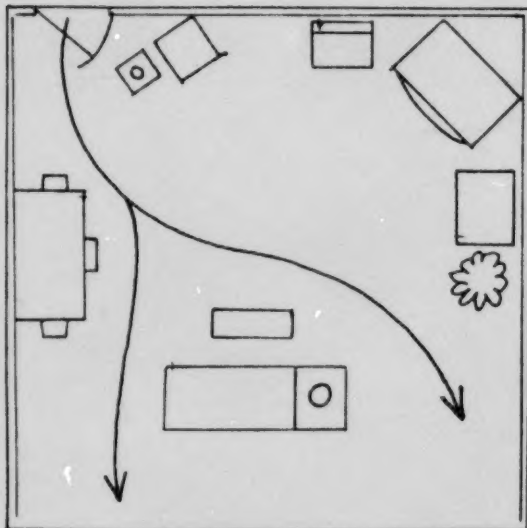


Illustration A

Passing between furniture comfortably requires a 75 cm (30 in.) traffic lane. Around doorways, allow space for several people. A space of 1.22 to 1.83 meters (4 to 6 ft.) is needed for major traffic paths.

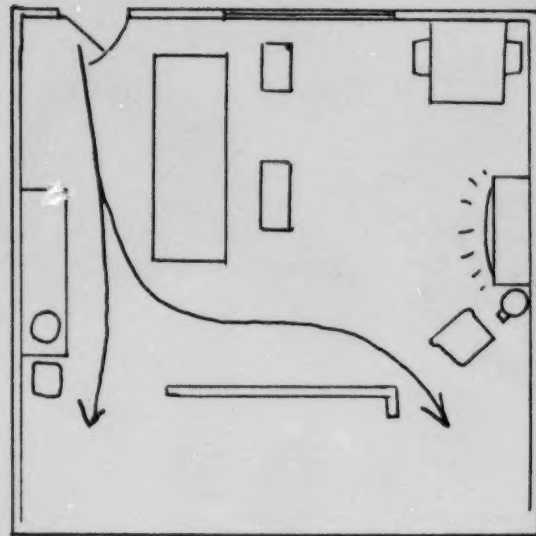


Illustration B

Furniture groupings — Combine furniture in groups for convenience, based on activities. It should be grouped according to the way it will be used.

Comfortable chairs and a sofa grouped in a semi-circle are comfortable for conversation. In the living room you will want other groupings for reading, writing, enjoying music, watching T.V., etc. See illustration C. Activities that require a good light should be planned with this in mind.

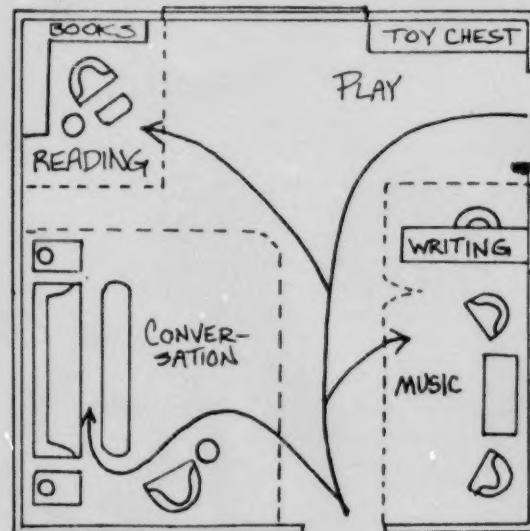


Illustration C

In the bedroom you should provide a comfortable sleeping arrangement, facilities for dressing, a place to study, and perhaps a grouping for listening to music or enjoying a hobby.

In the dining room, provide a convenient grouping for table and chairs with ample room to move around the furniture. Storage space should also be provided for dishes, silverware and table linens.

Place furniture so that it will not interfere with the architectural or mechanical features of the room. These include the swing of the doors, the opening of the windows, and the operation of electrical heating or cooling devices. This is important for safety reasons as well as convenience.

A spacious look — Plan to have the room look as spacious as possible. Even a small room can be made to appear larger by the right selection and arrangement of furnishings.

For a more spacious look, use furniture that is small in size and scale. It should be no larger than is necessary for comfort and use.

Arrange furniture in compact, useful groups. Keep the center of the room and the space in front of large windows open.

Limit the number of pieces of furniture to those really needed.

Put heavy furniture against the walls and back in corners (but not across corners).

Avoid too many small accessories. A large mirror can be artfully hung to increase the apparent size of the room.

Center of interest — Each room should have a center of interest or focal point, around which the rest of the room is planned and arranged. It may be the fireplace, window area, a hobby collection, bookshelves, or a beautiful piece of furniture. Other furnishings should be arranged to draw attention to the center of interest.

STUDENT INFORMATION

Space Needs

Every family has a different lifestyle and pattern of living. There are no hard and fast rules for allowances of space which can apply to all families. There are, however, some basic guidelines that will help in the placement of furniture.

Allow ample space for people to move around easily within the room and to use the furniture with convenience. If you allow enough space for use and cleaning, there will be little need for moving furniture to fit activities. Here are some space needs you should check carefully.

Living area

Major traffic path — 1.22 to 1.83 meters (4 to 6 ft.)

Minor traffic path — .4575 to 1.22 meters (1½ to 4 ft.)

Floor space in front of chair or sofa — .4575 to .7625 meters (1½ to 2½ ft.)

Seating space at desk — .91 meters (3 ft.)

Dining area

Table space for each adult — .61 meters (24 in.)

Space to rise from table — .81 meters (32 in.)

Space to edge past seated person — .91 meters (36 in.)

Space between table edge and wall for serving — 1.1 meters (44 in.)

Sleeping area

Space for making beds — .56 meters (22 in.)

Space in front of closet — .91 meters (36 in.)

Space for dressing — .91 meters (36 in.)

Space in front of dresser — 1.02 meters (40 in.)

Keep in mind that people are more important than furniture. Allow space and arrange furniture for people to use and enjoy. Sometimes it is best to let your common sense and experience be your guide.

Plan on Paper

Furniture arranging is easier if you plan on paper first. It can save you energy, time and perhaps money if you are planning to make furniture purchases.

Floor space is already determined to a certain degree by partitions and architectural features of the room. The task in arranging furniture is to further organize this space to suit the activities that will take place in each room.

Use graph paper or measure and draw the room to scale, allowing 1.27 centimeters ($\frac{1}{2}$ in.) per 30 centimeters (1 ft.). Be sure to indicate the room details, such as doors, windows, fireplace, closets, etc.

Select furniture from cut-outs, using the scale 1.27 centimeters ($\frac{1}{2}$ in.) to equal 30 centimeters (1 ft.). You will need to measure furniture in order to select the correct size to fit the space you have.

When you have drawn the room to scale and selected appropriate-sized furniture cut-outs, you are ready to start placing the furniture in the room. Move the cut-outs around until you have the most satisfactory arrangement. Place the large pieces first and work down in size and importance to the accessories.

The conversation grouping is usually the starting point in the living area; the dining group, in the dining room; and the sleeping group, in the bedroom. Once you have successfully worked out the main arrangements, other groupings are easier to place.

Check the liveability of each group and of the whole room. Check the paths of circulation by drawing them lightly on the plan.

STUDENT INFORMATION

Furniture Arrangement Check Sheet

Use this form to evaluate furniture arrangements.

	YES	NO
1. The most important group (fireplace, picture window, sofa) holds the spotlight and has been left open so that it can be easily viewed.	☐	☐
2. Big, heavy pieces of furniture (sofa, piano, large tables, desk, etc.) are parallel with walls of the rooms, not across corners.	☐	☐
3. Traffic lanes are clear so you do not have to walk around furniture when passing through the room.	☐	☐
4. The main groupings are conveniently arranged for the purpose intended and are as complete as possible.	☐	☐
5. There is adequate daylight and/or lamplight located in the proper places.	☐	☐
6. Small pieces of furniture are placed in free and easy positions.	☐	☐
7. The placement of furnishings looks balanced on all sides of the room.	☐	☐
8. The distribution of tall and low furnishings is pleasing.	☐	☐

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STUDENT INFORMATION

Good Design in Arrangement

Design principles should always be considered in order to achieve the most pleasing effect in home furnishings. These principles are balance, proportion, rhythm, emphasis, and harmony or unity.

Balance — Heavy pieces of furniture must be distributed so that no one area is over emphasized. Grouping within the room should also balance. A combination of formal and informal balance is usually pleasing.

Scale and proportion — Each piece of furniture should be in scale and proportioned to fit the room, the other furnishings, and the space it will occupy.

Often a poorly proportioned room can be improved by the way furniture is arranged. A long, narrow room, for instance, will look better if heavier pieces of furniture are placed at the ends of the room.

Rhythm — This is the design principle that causes the eye to move smoothly around the room from one area to another. Rhythm is achieved by repetition, graduation, transition, opposition and radiation of color, pattern, line, and form.

Emphasis — Keep in mind that every room should have a focal point toward which the eye is repeatedly drawn. The focal point gives a feeling of unity and order to the room.

Harmony or Unity — In every well-designed room there must be a unifying theme that runs through all the parts, blending them together. It is a feeling that all the parts of the room belong together.

STUDENT INFORMATION

Sample Room Arrangement Plans

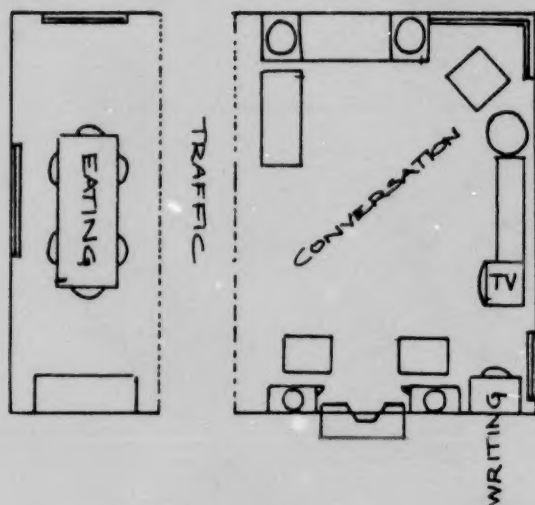


Illustration A

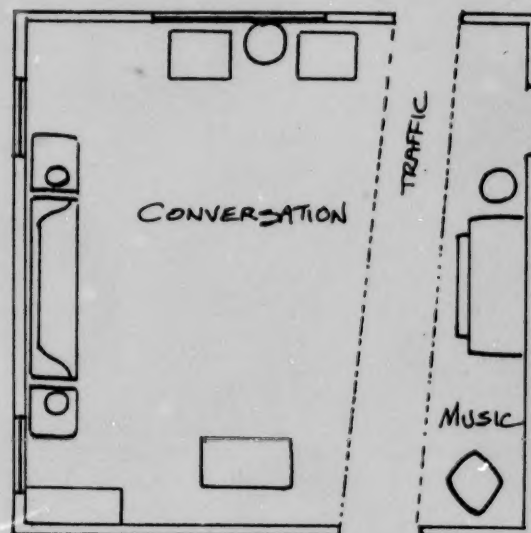


Illustration B

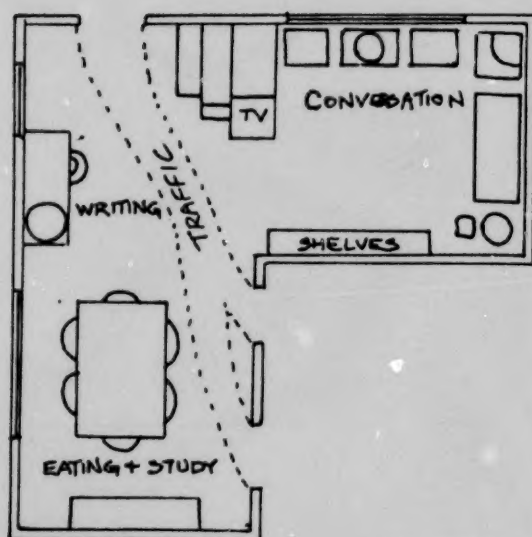


Illustration C

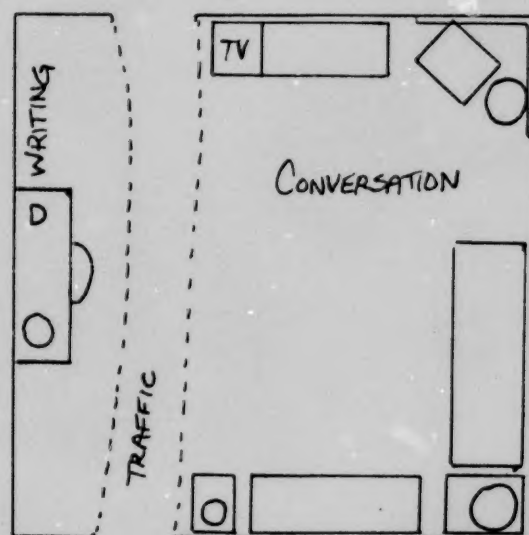


Illustration D

STUDENT SELF-CHECK**Arranging Furniture**

On a separate sheet of paper, number from one to ten. Write the letter or letters you consider to be correct for each statement. Check your answers with those on page 12.

1. Furnishings should be arranged to:
 - (a) look best, regardless of use
 - (b) provide the best use of available space
 - (c) look like a magazine picture
2. Regardless of the size of a room, the way furniture is arranged is important:
 - (a) to comfort, convenience, and attractiveness
 - (b) only for attractiveness
 - (c) only for convenience
3. The paths that people take when walking through a room form:
 - (a) balance
 - (b) rhythm
 - (c) traffic patterns
4. Furniture should be combined in groups:
 - (a) for attractiveness alone
 - (b) to achieve balance
 - (c) based on activities
5. For a more spacious look, use furniture that is:
 - (a) small in size and scale
 - (b) large, so you won't have to use many pieces
 - (c) neither of the above
6. Keep the center of the room and the space in front of large windows:
 - (a) highly decorated
 - (b) open
 - (c) filled with furniture
7. Place heavy pieces of furniture:
 - (a) in middle of room
 - (b) against the walls
 - (c) across corners

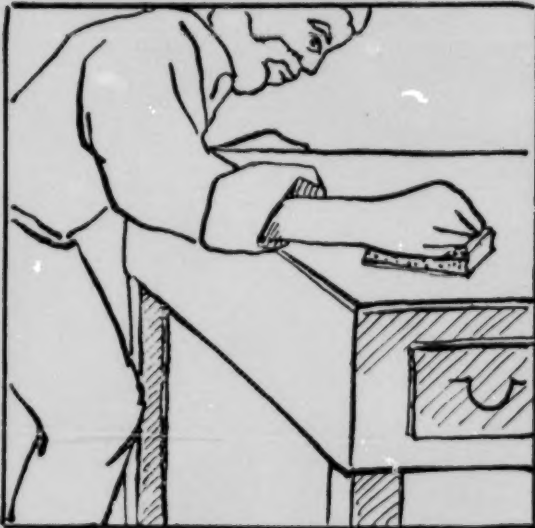
8. Space needs are important:
 - (a) because people must have space to move around easily within a room
 - (b) only if the furniture arrangements look attractive
 - (c) to some, but not all families
9. In arranging furniture, the most important thing to remember is:
 - (a) attractiveness
 - (b) furniture
 - (c) people who will use the room.
10. Which of the following should be placed first when arranging furniture:
 - (a) accessories
 - (b) small pieces
 - (c) large pieces

STUDENT SELF-CHECK**Arranging Furniture****Answers**

1. b
2. a
3. c
4. c
5. a
6. b
7. b
8. a
9. c
10. c

Housing and Home Furnishings

REFINISHING FURNITURE



way to add furnishings to the home. If a piece of furniture is of good design, good wood and of sound construction, it is well worth the time, effort and patience needed to do a good job of refinishing. In this module you will learn how to refinish wooden furniture.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a piece of wooden furniture, floor cover, paint, paint thinner, paint remover, screwdriver, cloths, scraper, steel wool, primer and paint brush, refinish the furniture.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REFINISHING FURNITURE.

Your instructor will provide you with a piece of wooden furniture, floor cover, paint, paint remover, paint thinner, screwdriver, cloths, scraper, steel wool, primer and paint brush. Refinish the piece of furniture.

INTRODUCTION

There is increased interest in refinishing furniture today. Refinishing or restoring furniture enhances its beauty, usefulness, life and value. This interesting hobby for men, women and children is also an inexpensive

LEARNING ACTIVITIES

1. STUDY Student Information, REFINISHING FURNITURE, p. 2,
(and/or) _____.
2. READ about refinishing furniture in a reference provided by your instructor,
(and/or) _____.
3. STUDY Student Information, REMOVING OLD FINISHES, p. 3,
(and/or) _____.
4. STUDY Student Information, PREPARING SURFACES FOR NEW FINISH, p. 3,
(and/or) _____.
5. STUDY Student Information, APPLYING A NEW FINISH, p. 5,
(and/or) _____.
6. VIEW a demonstration by a resource person or your instructor of steps in refinishing furniture.
(and/or) _____.
7. COMPLETE Student Self-Check, REFINISHING FURNITURE, p. 5.
8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Refinishing Furniture

Success in refinishing furniture requires a great deal of time, patience and desire. A beginner can produce a professional looking job if instructions are followed.

Basically, there are three operations in refinishing. These are: (1) removing the old finish, (2) preparing the surface for the new finish, and (3) then applying the new finish. The success of each operation depends directly on how well each step is completed before starting the next one. Each step should be carefully undertaken not rushed.

Any piece of furniture worth refinishing deserves careful treatment to insure attractive results. This is true for attic finds and unpainted pieces, as well as fine antiques of choice woods.

Rules for Refinishing

1. Discuss project with a reputable paint dealer. He/she is often an excellent source of information on new, improved products and methods.
2. Buy good quality products, especially if you are a beginner.
3. Read and follow directions of every product used. Success depends on this.
4. Allow ample time as successful refinishing cannot be hurried.
5. Set up a work area where the furniture being refinished can be left until completed. The area should be well lighted and ventilated. Protect flooring with drop cloths or thick layers of paper.
6. Remove drawer pulls and other hardware.
7. Keep the furniture and work area free of dust and fumes as you work. Open windows and doors and use fans if working indoors.
8. Maintain moderate temperature 24°C (75°F), as extremes of heat and cold may affect products and their performance.
9. Thoroughly clean the surface of furniture to be refinished to remove all traces of oil, greasy soil, and wax. Use a cloth soaked in turpentine and sprinkled

with a heavy-duty detergent (powdered) for this cleaning. Rinse with fresh turpentine using clean cloths.

10. Silicone build-up from waxing furniture sometimes causes problems in refinishing. To avoid this, a solvent cleaning is necessary before and after finish removal and smoothing. Use gum turpentine and scrub well.

STUDENT INFORMATION

Removing Old Finishes

Total removal of the old finish is necessary for a new finish to take and remain durable. Sanding may be used to remove the old finish. This process is very hard work and time consuming. Commercial removers are available and are much easier and faster to use.

Commercial removers are of three general types: nonflammable semi-liquid, rinse-away with water, and liquid. The non-flammable, semi-liquid removers are considered safe under normal conditions. They may be used on vertical surfaces if necessary. A semi-liquid remover may be left on furniture longer because it does not raise the grain of the wood nor burn it. It is also safe to use on veneers.

As a group, the rinse-away removers are the most expensive. They usually work quickly and easily, but may burn the wood. Other disadvantages are: they may soften the glue in joints, loosen veneer, and raise the grain of the wood.

The liquid removers cost the least. They work very well on horizontal surfaces but are too hard to handle on vertical surfaces.

Use remover generously and follow the directions on the container exactly. Allow plenty of time for the remover to do its work. Remove softened finish using a broad putty knife with rounded corners. Wipe the old finish off the knife with newspaper.

3
Penetrate corners of grooves or fluting with a blunt screwdriver and rub lightly with No. 3 steel wool pads. Remove finish from carvings with a small, stiff brush; round toothpicks wrapped in 00 steel wool; or other objects that will not scratch the wood.

Some older paints may require additional softening time or another application of remover.

STUDENT INFORMATION

Preparing Surface for New Finish

The final finish of a piece of furniture is no better than the smoothness of the surface on which it is applied. Sand thoroughly with the grain and stop only when the surface doesn't get smoother. Sand across (around) the grain on round legs, Figures 1 & 2. Work with a hand-sander you have purchased or make one from a block of wood wrapped with sandpaper, Figure 3.

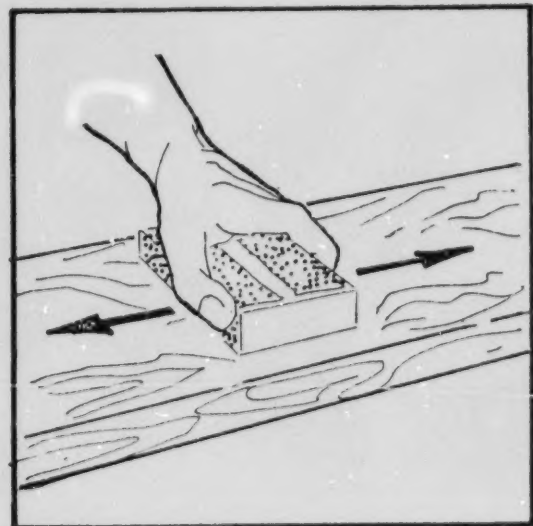


Figure 1



Figure 2

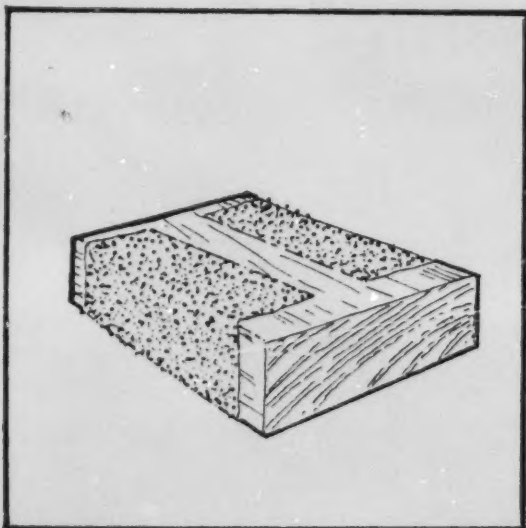


Figure 3

Repair any damaged pieces. Check to see if joints need regluing. They loosen because of excessive heat or moisture or poor fit. New glue sticks better on clean wood, so remove all old glue, Figure 4.

Warm vinegar will remove glue from pores.⁴ Be sure to remove all vinegar with water. Some joints may need to be tightened or they will not hold, Figure 4. Follow directions on the container of glue and allow it to dry for the suggested time.

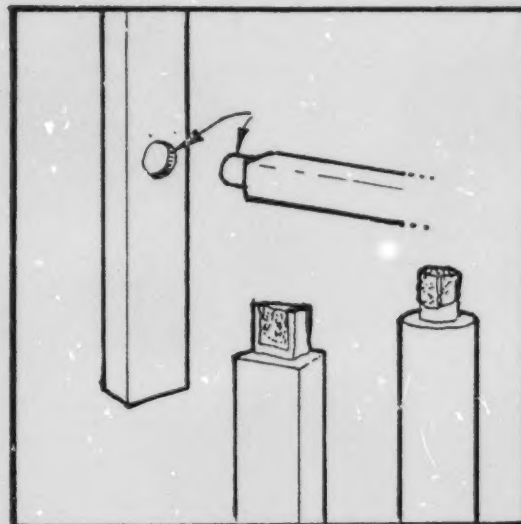


Figure 4

When repairs have been made, the wood should be finely polished before proceeding. Use very fine steel wool and rub evenly for uniform cutting. Do not bear down too hard; the surface may be scratched, especially on corners, edges and raised surfaces.

STUDENT INFORMATION

Applying a New Finish

Before applying the new finish to a piece of furniture, check to see that the prepared surface is absolutely smooth and clean. Rewash the surface with a generous amount of turpentine, using clean cloths. This is called a "flood" or "wash" coat. Allow the surface to dry thoroughly before continuing. Perfection on all points is necessary to achieve a smooth long lasting finish.

The choice of a finish is an individual matter. Consider the type of furniture, the wear it receives, and the way you want it to look. Finishes include penetrating wood seal, oiled finish, shellac and wax finish, paint and enamel.

When paint or enamel is used as the finish, it is not always necessary to remove all the old finish. The surface, however, must be smooth.

A primer or undercoat is used before applying paint or enamel. This may be white or tinted the color of the finish. After the primer is dry, rub with steel wool or fine sandpaper. Wipe free of all dust. Two or three coats of the desired finish are applied over the primer. Sand between coats to make "tooth" for the paint to hold, or rub with steel wool. Always dust very carefully.

Alkyd-based enamel is considered the best paint for wood. It may be purchased as high gloss, semi-gloss or flat. The high gloss is the most durable, but is less attractive and is usually applied if the furniture is to receive extremely hard use.

STUDENT SELF-CHECK

Refinishing Furniture

Answers

1. Remove the old finish, prepare surface for new finish, and apply new finish.
2. All kinds.
3. Paint dealer.
4. Moderate or 24°C (75°F)

STUDENT SELF-CHECK

5

Refinishing Furniture

On a separate sheet of paper answer each of the following questions with a simple sentence or phrase. Check your answers with those on page 6.

1. What are the three steps in refinishing furniture?
2. What kinds of furniture deserve careful treatment when refinishing?
3. Who is usually a good source of information on new products and methods of refinishing?
4. What temperature is best for refinishing furniture?
5. What are the three types of commercial finish removers?
6. Wood should be sanded in what direction?
7. What causes furniture joints to loosen?
8. What materials are used for smoothing woods?
9. What should be considered in the selection of a final finish for furniture?
10. With which finishes are primers or undercoats used?

5. Nonflammable semi-liquid, rinse-away-with-water, and liquid.

6. With the grain.

7. Excessive heat, moisture, poor fit.

8. Steel wool or sandpaper.

9. Type of furniture, wear, and the look you want.

10. Paint and enamel.

Housing and Home Furnishings

PRUNING SHRUBS



INTRODUCTION

Shrubs that have been trimmed and pruned add to the overall beauty of a landscape. Shabby, uncontrolled growth of shrubbery can detract from the appearance of a house.

Shrubs need to be pruned to restore growth and to maintain their appearance. Pruning also serves to reduce size, to remove dead or injured branches, or to spur growth of fruit. In this module you will learn how to prune.

Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your

instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to prune plants.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PRUNING SHRUBS.

LEARNING ACTIVITIES

1. READ Student Information, PRACTICAL PRUNING POINTERS,
(and/or) _____.
2. COMPLETE Student Self-Check, WHY PRUNE SHRUBS?
3. View a demonstration on pruning shrubs and the proper use of pruning tools,
(and/or) _____.
4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Practical Pruning Pointers

Reasons For Pruning¹

- To reduce the size of trees or shrubs.
- To restore natural form needed for the landscape.
- To remove dead, diseased, or injured branches.
- To increase the size and number of flowers or fruit.
- To create a better balance between the top of the plant and the root system.

When To Prune

- Remove dead, injured, or diseased limbs as soon as they are noticed.
- Trim or shape evergreens anytime during the year.
- Shrubs or trees that produce flowers or fruit should be pruned immediately after flowering.

How To Prune

- To reduce plant size and maintain natural shape, cuts should be made inside the shrub just above a side branch (Figure 1).

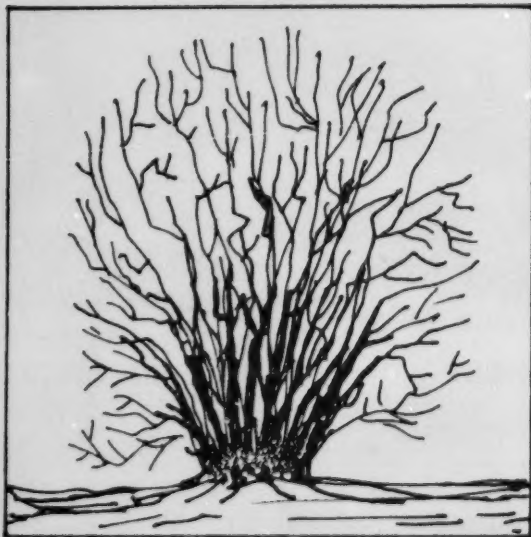


Figure 1

Remove about 1/3 of the growth of berrying plants each year (Figure 2).



Figure 2

When pruning hedges or other plants that require shearing, trim so that the base of the plant is broader than the top. This will allow light to hit all surfaces (Figure 3).

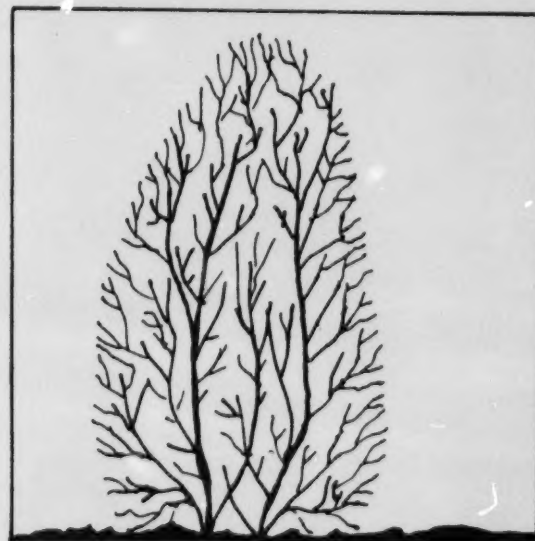


Figure 3

¹Reasons for Pruning, Horticulture Leaflet 29 (Clemson, SC: University Extension Service).

To prune rose bushes, first remove all dead and diseased branches. Next remove spindly canes and those that are very old (Figure 4).

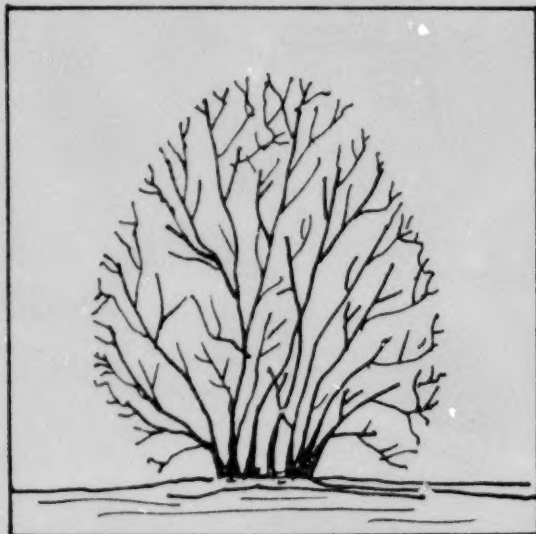


Figure 4

All pruning cuts over 1.9 cm ($\frac{3}{4}$ in) in diameter should be treated with an antiseptic wound compound or tree paint (Figure 5).

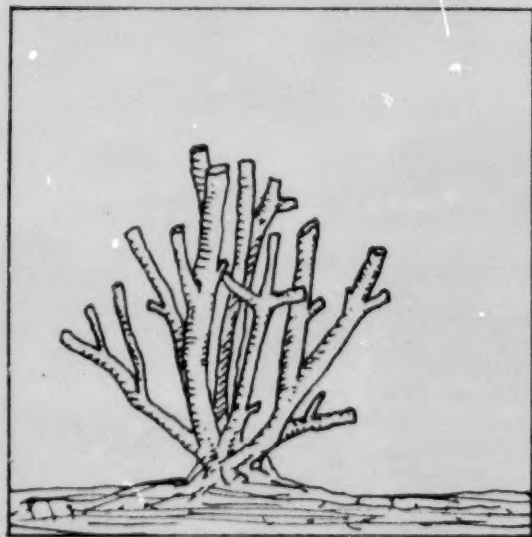


Figure 5

Equipment For Pruning

Hand pruners are ideal for pruning branches 1.27 cm ($\frac{1}{2}$ in) or smaller. Branches larger than 2.54 cm (1 in) require a pruning saw. Hedge clippers should be used on hedges.

Be careful when using the pruning knife or saw. Follow good safety habits and always cut away from you.

STUDENT SELF-CHECK

Why Prune Shrubs?

On a sheet of paper number 1-5. Decide whether each statement is true or false in relation to pruning shrubs. Check your answers with your instructor.

1. Pruning may reduce the size of the shrub but increase the size of the flowers.
2. Dead, diseased, or injured limbs should be removed in the fall of the year.
3. Shrubs that flower or produce berries should be pruned immediately after flowers or berries have dropped off.
4. Pruning creates a better balance between the top of the plant and the root system.
5. Hedges should be trimmed with a broad top and a narrow base near the roots.

STUDENT SELF-CHECK**Why Prune Shrubs?**

On a separate sheet of paper number 1-5. Read each statement and decide whether it is true or false. Write "T" for true or "F" for false after each number. Check your answers with those on page 5.

1. Pruning may reduce the size of the shrub but increase the size of the flowers.
2. Dead, diseased, or injured limbs should be removed in the fall of the year.
3. Shrubs that flower or produce berries should be pruned immediately after flowers or berries have dropped off.
4. Pruning creates a better balance between the top of the plant and the root system.
5. Hedges should be trimmed with a broad top and a narrow base near the roots.

STUDENT SELF-CHECK**Why Prune Shrubs?****Answers**

1. T
 2. F
 3. T
 4. T
 5. F
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Housing and Home Furnishings

CAULKING SEAMS AND CRACKS



Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to caulk seams/cracks.



CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CAULKING SEAMS AND CRACKS.

INTRODUCTION

Cracks around windows, door facings, sinks and bathtubs can waste energy. Air or water from the outside may also enter your house in these places. In order to make your house airtight and/or waterproof, you will need to use a caulking compound wherever two different materials meet in the house. Caulking is a filler made from a powder mixed with water or a soft plastic material that dries hard. It is used to fill and seal holes tightly. Since old caulking can crack or fall out, it needs to be checked and replaced every few years.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS,
(and/or) _____.
2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW.
3. READ about caulking in a reference provided by your instructor,
(and/or) _____.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

(and/or) _____.

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 3.

3. READ about caulking in a reference provided by your instructor,

(and/or) _____.

4. READ and STUDY Student Information Sheet, CAULKING SEAMS AND CRACKS, p. 4.

(and/or) _____.

5. COMPLETE Student Self-Check, CAULKING, p. 6.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

5. Caulking Gun or Applicator — A long narrow tube used to hold grout or a plastic sealer for caulking. It contains a plunger which forces the sealer out through a nozzle into a seam or crack.

6. Nozzle — The plastic tip on the end of the caulking gun through which the sealer is released. The end must be cut off to allow sealer to flow freely.

7. Bead — The stream of grout or plastic that is released through the nozzle into the crack. When released it is soft but hardens quickly when exposed to air.

8. Oakum — A commercial material used to fill cracks larger than 6.35 mm (¼") before grout or plastic sealer is applied.

9. Putty Knife — A small knife with a flat, dull blade used to smooth or apply putty.

STUDENT INFORMATION

Glossary of Terms

1. Caulking — A soft filler made from a powder or a plastic material that dries hard.
2. Caulk - to stop up or make tight against leakage by filling with a waterproof compound. (Also CALK)
3. Grout — A commercial powder that is mixed with water to form a paste. It is used to fill seams or cracks and may be mixed in small or large amounts.
4. Plastic Sealer — A commercial sealer that comes in a tube ready to be used to fill cracks and seams. Comes in colors.

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STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number 1-7. Decide which answer best completes the statement; place its letter beside the number. Check your answers with those on page 7.

1. A soft filler made from a powder or plastic material that dries hard is called:
 - a. caulking
 - b. nozzle
 - c. oakum
2. A commercial powder that is mixed with water to form a paste and used to fill seams or cracks:
 - a. caulking
 - b. bead
 - c. grout
3. A long narrow tube used to hold grout or a plastic sealer for caulking:
 - a. oakum
 - b. caulking gun
 - c. grout
4. A commercial material used to fill cracks larger than 6.35 mm ($\frac{1}{4}$ "') before grout or plastic sealer is applied:
 - a. oakum
 - b. bead
 - c. caulking
5. The stream of grout or plastic that is released through the nozzle into the crack or seam is called:
 - a. plastic sealer
 - b. bead
 - c. grout
6. The plastic tip on the end of the caulking gun through which the sealer is released is called:
 - a. gun
 - b. bead
 - c. nozzle

7. A commercial sealer that comes in a tube ready to use:
 - a. plastic sealer
 - b. oakum
 - c. grout

STUDENT INFORMATION

Caulking Seams and Cracks

Before caulking a seam or crack, old caulking should be removed to prevent loosening of the new caulking compound. Check to make sure the area to be caulked is clean and clear of loose bits and pieces of old caulking compound. These may be scraped out with a putty knife or screwdriver. See Figure No. 1.

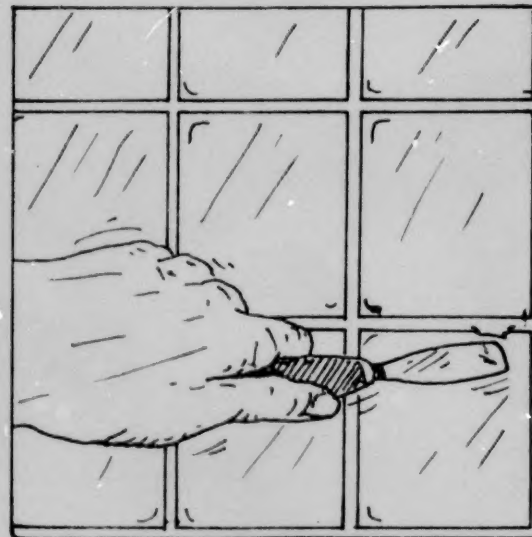


Figure 1

Wash the area to be caulked with a commercial cleaner or a paste made from mixing bleach and baking soda. This will remove dirt, oil, and grease that might prevent the grout from sticking to the surface with which you are working. You should wear rubber gloves to protect your hands while doing this task. See Figure No. 2. Allow the area to dry completely before continuing.

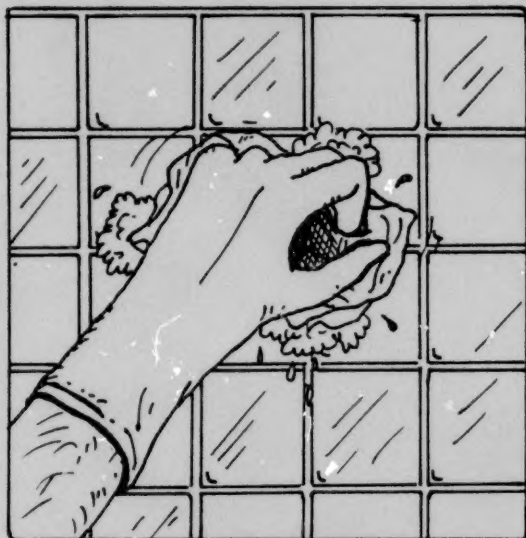


Figure 2

Do not caulk around outside windows or doors when the temperature is below 10 degrees C. (50 degrees F.), because the compound will freeze.

Prepare powdered grout according to directions stated on the bag or box. See Figure No. 3. Plastic sealer comes in a tube ready to use. See Figure No. 4.



Figure 3

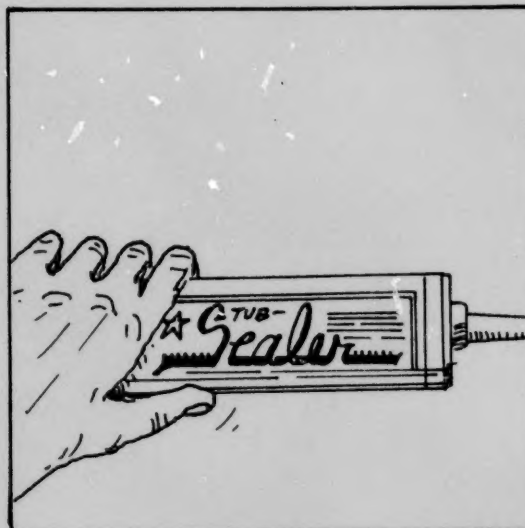


Figure 4

Fill the caulking gun or applicator with the grout. Attach the plastic tip or nozzle to the tube if you are using a plastic sealer. Cut the tip at a 45 degree angle with a sharp knife. This opening will allow the grout bead to flow evenly into the seam. See Figure No. 5.

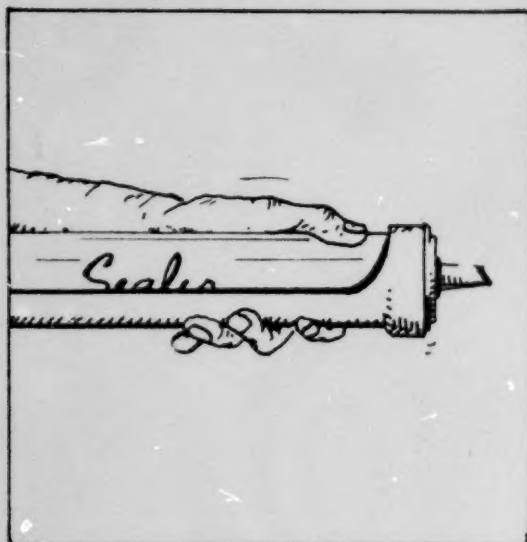


Figure 5

If the seam or crack is more than 6.35 mm (1/4") deep, fill with rope oakum before applying grout or plastic sealer. Push oakum into the hole with a putty knife.

When caulking around a sink or bathtub, place masking tape above and below the seam on the wall or cabinet area to keep the caulking compound in a small area. See Figure No. 6. Wet a cloth and keep it near your working area to wipe up excess grout or spills and to wipe your hands as necessary.

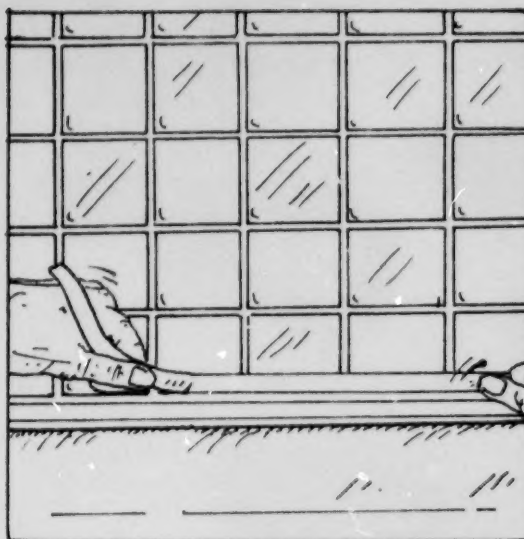


Figure 6

Apply the caulking compound by squeezing the gun handle to force out the grout or plastic sealer into the crack you are filling. Keep the bead of caulking smooth. You may use a putty knife or your dampened finger to smooth the compound into the seam or crack.

See Figure No. 7. Work quickly and wipe any spills up immediately with a damp cloth as the compound dries fast. Completely fill the crack or seam and press out any air bubbles that may form. Wipe around the work area to remove all unwanted grout. Remove masking tape and throw away.



Figure 7

Replace cap on plastic sealer. If using a caulking gun, remove nozzle and leftover grout. Wash the gun and nozzle in warm soapy water; rinse and dry. Do not pour grout down the drain; it will harden and clog the drain. Throw it into a trash can outside. Wash your putty knife and hands. Place all equipment back into the storage cabinet.

STUDENT SELF-CHECK

Caulking

On a separate sheet of paper number from 1-10. Read carefully the statements from A to Y listed below. Decide the order in which you would do these tasks if you were caulking a seam. Arrange these statements in that order by placing the letter of the statement to the right of a number. Check your answers with those on page 7.

- A. Prepare powdered grout according to directions.
- B. Wash the area to be caulked with cleaning compound.
- C. Remove old grout with a putty knife or screwdriver.
- D. Clean area well with a stiff brush.
- E. Fill the caulking gun or applicator with sealer.
- F. Place masking tape around area to be caulked.
- G. Wash the gun and nozzle; rinse and dry.
- H. Apply the caulking compound.
- I. Dispose properly of leftover grout.
- J. Place equipment back into the storage cabinet.

STUDENT SELF-CHECK

Terms to Know

Answers

- 1. A
- 2. C
- 3. B
- 4. A
- 5. B
- 6. C
- 7. A

STUDENT SELF-CHECK

Caulking

Answers

- 1. C
- 2. D
- 3. B
- 4. A
- 5. E
- 6. F
- 7. H
- 8. I
- 9. G
- 10. J

Housing and Home Furnishings

REPLACING A FAUCET WASHER



INTRODUCTION

A dripping faucet is a common plumbing problem as well as an energy waster. In this module you will learn how to replace a washer to save time and energy.

Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module, you will be able to replace a faucet washer.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REPLACING A FAUCET WASHER.

LEARNING ACTIVITIES

1. OBSERVE a group demonstration given by your instructor on replacing a faucet washer,
(and/or)_____.
2. READ about replacing a faucet washer in a reference provided by your instructor,
(and/or)_____.
3. READ Student Information, STEPS IN REPLACING A FAUCET WASHER,
(and/or)_____.
4. CHECK your knowledge by completing Student Self-Check, REPLACING A FAUCET WASHER.
5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Steps in Replacing a Faucet Washer

Find the shut off valve and close it.

Turn on the faucet and let all the water run out until it empties.

Using a screwdriver, remove the snap off top and locate the screw.

Loosen the screw with a screwdriver and lift off the faucet handle.

Remove the nut and stem which are under the handle. Look for the rubber washer.

Using the tip of a knife, remove the worn washer.

Replace the washer with a new one of the same size.

Put the parts back on the faucet in reverse order.

Turn off the water faucet.

Turn on the shut off valve.

STUDENT SELF-CHECK

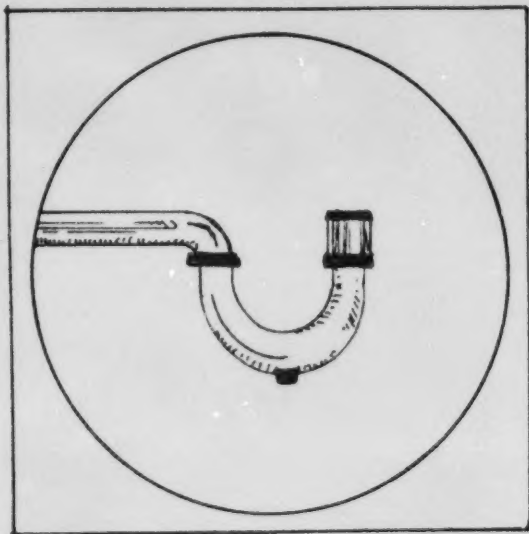
Replacing a Faucet Washer

On a sheet of paper list in correct order the steps you would follow when replacing a faucet washer. Check your answers with your instructor.

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Housing and Home Furnishings

UNCLOGGING A DRAIN



INTRODUCTION

Clogged drains are a common household problem. Simple plumbing repairs may be done by anyone. Doing small jobs in your own home will save you time and money. In this module, you will learn how to unclog a sink or tub drain.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the

activities you need to complete in order to perform the task.

OBJECTIVE

Provided a clogged drain, plunger, commercial drain opener, cable or drain auger, rag, and hot water, remove obstruction.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, UNCLOGGING A DRAIN.

Given a make-believe clog in a drain, a plunger, a commercial drain cleaner, a plumber's auger, a bucket, hot water and rags, demonstrate the steps you would follow in unclogging a drain as required by your instructor.

LEARNING ACTIVITIES

1. STUDY Student Information, GLOSSARY OF TERMS, p. 2,
(and/or) _____.
2. COMPLETE Student Self-Check, DOWN-THE-DRAIN, p. 3.

3. READ about unclogging a drain in a reference provided by your instructor.

(and/or) _____

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

4. Auger — A long metal or plastic wire which is fed into the drain with a crank to free a blockage. Also called a plumber's snake. (See Figure No. 2)

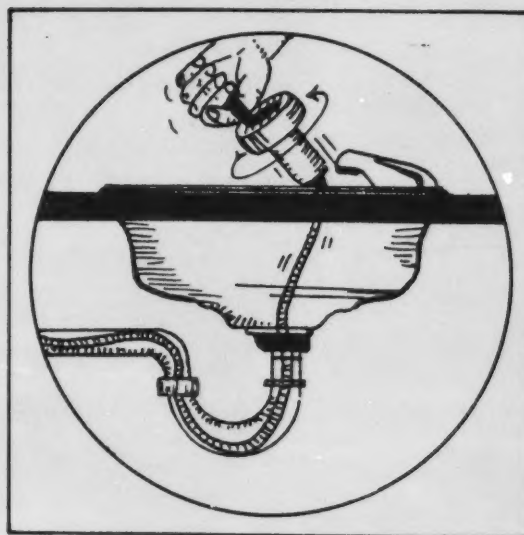


Figure 2

STUDENT INFORMATION

Glossary of Terms

1. Commercial Drain Opener — Chemicals for sale in many stores that come in dry or liquid form or in high pressure cans.
2. Plunger — A rubber suction cup on a wooden handle used to open drains; sometimes called a plumber's friend. (See Figure No. 1)

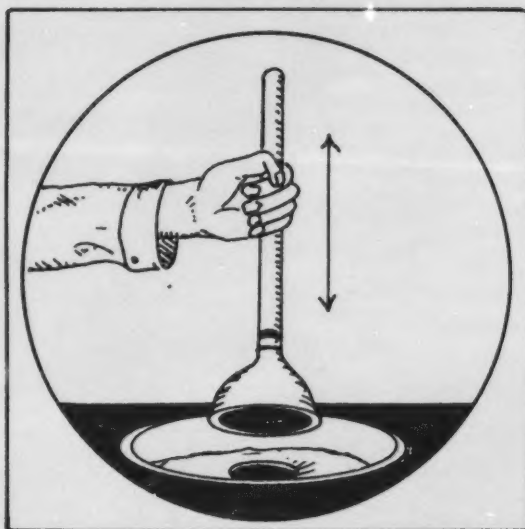


Figure 1

5. Trap — A pipe found underneath the sink which is curved into a P or an S shape and contains a clean-out plug. (See Figure 3)

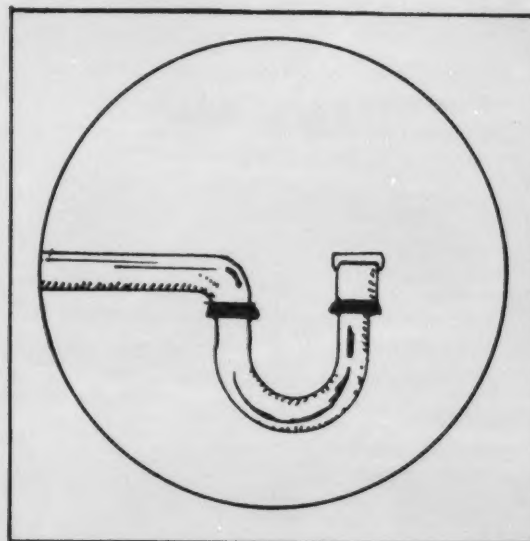


Figure 3

3. Funnel — A metal tube with one wide end used for pouring liquids or powders into a small area.

STUDENT SELF-CHECK**Down-the-Drain**

Listed below are five definitions and five terms. On a separate sheet of notebook paper number 1-5. Match the word with the correct definition. Check your answers with those on page 4.

DEFINITIONS

1. A curved pipe found under the sink.
2. Long wire which is fed into the drain with a crank.
3. Rubber suction cup found on end of a wooden handle.
4. Metal tube with one end wider than the other, used to pour liquids.
5. Common term for whatever has stopped up the drain.

TERMS

- A. Auger
- B. Funnel
- C. Clog
- D. Plunger
- E. Trap

STUDENT SELF-CHECK**Down-The-Drain****Answers**

1. E
2. A
3. D
4. B
5. C

Housing and Home Furnishings

REPLACING A PLUG



INTRODUCTION

A broken or cracked plug on the end of a lamp, small appliance or extension cord presents both a fire hazard and the danger of being shocked. By repairing the plug yourself, you can reduce these dangers and save money since the plug will work as good as new. In this module you will learn to replace a plug on both flat wire and round wire electrical cords.

Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to replace an old plug on an electrical cord.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REPLACING A PLUG.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS,
(and/or)_____.
2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW.
3. OBSERVE a demonstration by your instructor on replacing a plug on a round or a flat wire,
(and/or)_____.
4. STUDY a display of different types of plugs and flat and round wires provided by your instructor,
(and/or)_____.
5. READ about replacing a plug in a reference provided by your instructor,
(and/or)_____.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

Male plug — A plug on the end of an electrical cord with prongs (Figure 1)



2
Flat wire electrical cord — A flat electrical cord made up of two separate wires encased in grooved rubber or plastic (Figure 3)



Female plug — A plug on the end of an electrical cord without prongs (Figure 2)



Round wire electrical cord — Several electrical wires encased in a round, rolled plastic or rubber covered cord (Figure 4)



Underwriter's knot — A safe, secure way to tie a knot in electrical wires approved by Underwriter's Laboratories for insurance purposes (Figure 5)



Insulation cover — The plastic or rubber cover found on all electrical cords

Terminal screw — A screw located under the cardboard seal on the plug to which the wires are fastened

Fuse — Part of an electric circuit used as a safety device to turn off current and prevent danger of shock or fire

STUDENT SELF-CHECK

Terms to Know

On a sheet of paper, number 1-8. Write the letter of the definition next to the term it matches. Check your answers with your instructor.

TERMS

1. Male plug
2. Female plug
3. Flat wire electrical cord
4. Round wire electrical cord
5. Underwriter's knot
6. Insulation cover
7. Terminal screw
8. Fuse

DEFINITIONS

- A. Part of an electric circuit used as a safety device to turn off current
- B. A screw located under the cardboard seal on the plug
- C. A plug on the end of a cord with prongs
- D. A plug on the end of a cord without prongs
- E. Plastic or rubber cover found on all electrical cords
- F. A safe, secure way to tie a knot in electrical wires
- G. Several wires encased in a round, rolled plastic or rubber covered cord
- H. A flat electrical cord made up of two separate wires encased in grooved rubber or plastic

STUDENT SELF-CHECK

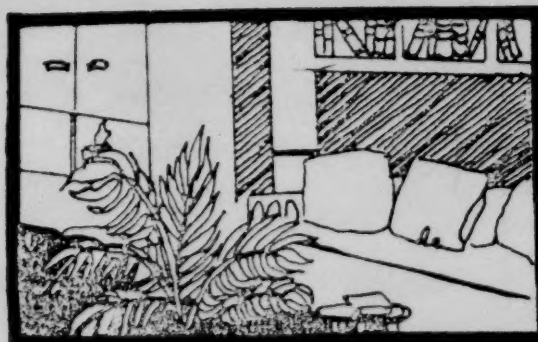
Terms to Know

Answers

- | | |
|------|------|
| 1. C | 5. F |
| 2. D | 6. E |
| 3. H | 7. B |
| 4. G | 8. A |

Housing and Home Furnishings

INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM



INTRODUCTION

As a future homeowner, you should be aware of ways to make your home and family safe. Smoke or fire alarms serve an important purpose in your home. Use of them will warn family members of possible danger from fire. Every family member should know the easiest and quickest way to get out of the house in case of fire. In this module, you will learn how to install a smoke/fire alarm system and how to plan fire escape routes for your family.

In order to complete this module, you will need to know how to read a simple floor plan to locate doors, windows, and traffic flow patterns.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given reference materials and information in this module, respond to a True-False and Fill-in-the-Blank test on fire prevention and safety in the home.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, **INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM**.

Inform your instructor that you are ready to be tested. You will be provided a copy of a

True-False test and a Fill-In-The-Blank test. On a separate sheet of paper, number 1-15. Write your answers on the paper. Return the test and your answer sheet to the instructor.

LEARNING ACTIVITIES

1. READ about smoke detectors in a reference provided by your instructor,
(and/or) _____.
2. READ about home fire detection in a reference provided by your instructor,
(and/or) _____.
3. STUDY Student Information, SMOKE SENSORS & FIRE FACTS, p. 2,
(and/or) _____.
4. COMPLETE Student Self-Check, SAFETY SLEUTH, p. 4.
5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.
3. Place smoke detectors so they can be heard in the bedrooms.
4. Do not locate smoke detectors in a kitchen, attic, or garage because heat or fumes normally found there could set them off.
5. Smoke detectors run on batteries or electric current.
6. Battery operated detectors are installed by the owner in these steps:
 - A. Open and remove cover according to manufacturer's directions.
 - B. Hold detector in place on ceiling and mark the location of the 2 keyhole slots.
 - C. Drill holes in the center of keyhole slot marking on ceiling and insert mounting screws.
 - D. Fit the detector on the mounting screws.
 - E. Install and connect the battery in place provided.
 - F. Replace cover and test unit according to manufacturer's directions.
 - G. Check battery as indicated for replacement in a few months.

STUDENT INFORMATION

Smoke Sensors & Fire Facts

Listed below are important facts to remember when installing a smoke sensor:

1. A smoke sensor or detector works by sensing smoke from a fire and setting off an alarm.
2. Smoke detectors should be placed on or near the ceiling because smoke rises. They should be near the center of the room or hall.

7. Smoke detectors using household electric current must be installed by an electrician.

Review the escape plans in the fire facts stated below:

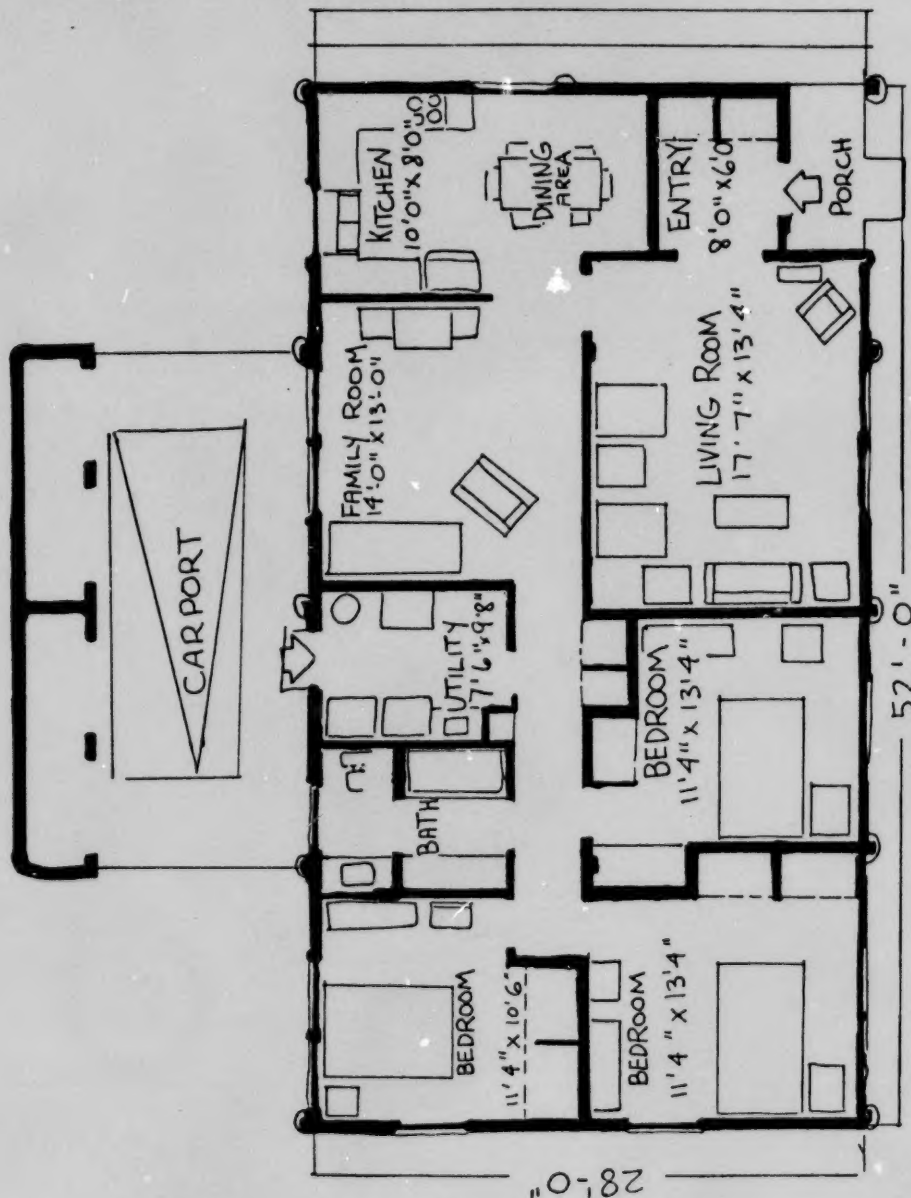
1. Smoke detector/fire alarms save lives by warning family members of danger while awake or asleep.
2. Plan fire escape routes from every room in your house.

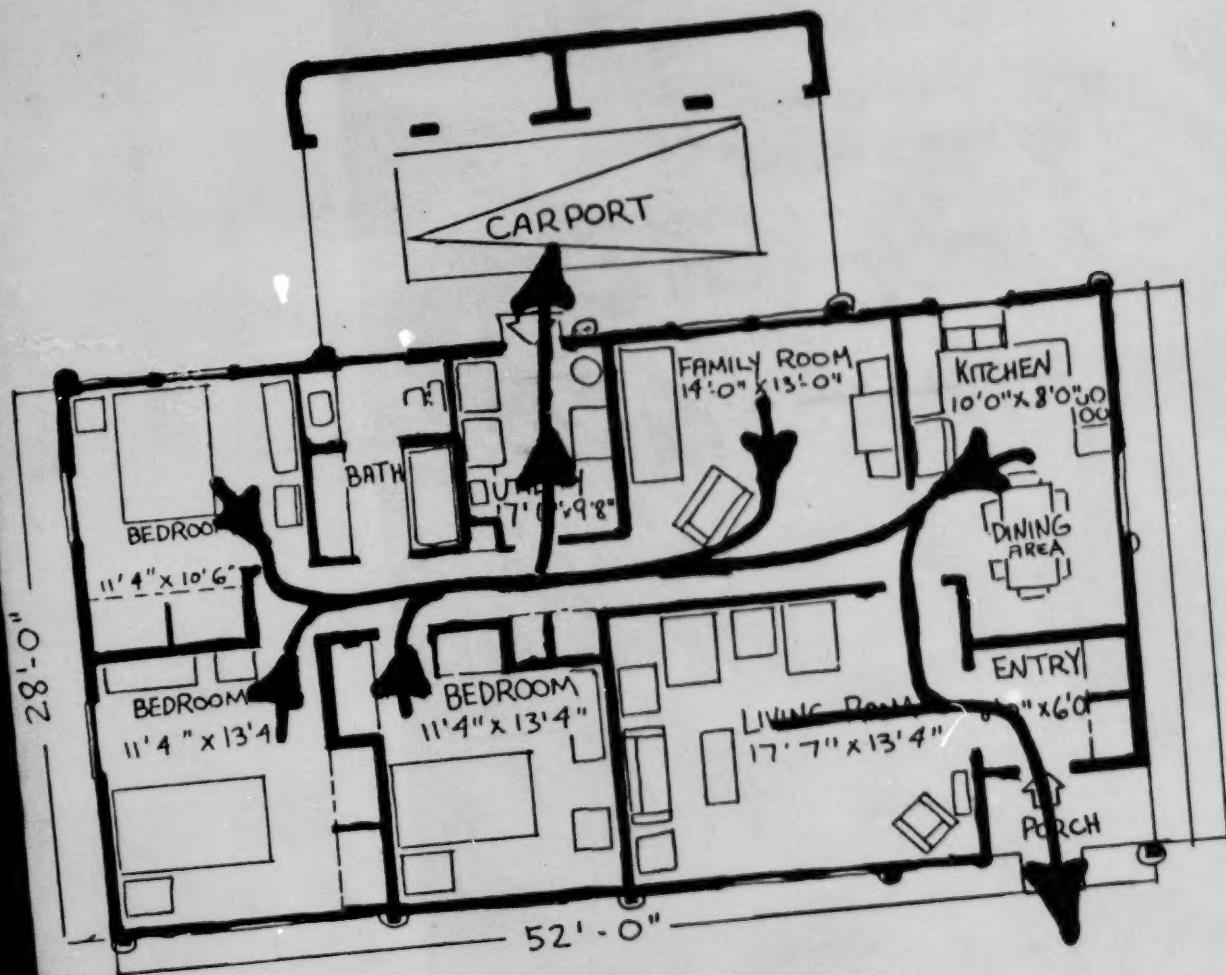
3. Hold practice fire drills for your family 2 or 3 times a year with a specific meeting place being arranged outside the house.
4. Encourage all family members to practice good safety habits at all times.
5. Sleep with bedroom doors shut to increase your escape time in case of fire.
6. Use windows for escape when doors are hot to touch or blocked by fire.
7. Call the fire department from a neighbor's phone, not your own.
8. Never go back into a house that is burning.

STUDENT SELF-CHECK

Safety Sleuth

DIRECTIONS: On a separate piece of notebook paper draw and label the floor plan. Draw a circle to indicate where smoke detectors should be placed in the house. Draw arrows to indicate a quick and easy route from each room should family members be caught there when a fire breaks out. Identify an area where family members should meet outside the house after leaving the house. (Imaginary) Check your answers with those shown on page 5.





STUDENT SELF-CHECK

Safety Sleuth

Answers

Module HHF-63

5

Housing and Home Furnishings

MONITORING THE HOME FOR ELECTRICAL HAZARDS



INTRODUCTION

Electrical faults are a common cause of home fires. Fires may be caused by overloading electric currents, faulty appliances, damaged face plates, plugs, cords, or wires. Houses should be inspected often for fire hazards. In this module, you will learn how to check a house for electrical hazards.

Read the objective. If you feel that you are already able to perform the task, read the

Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided reference material and information in this module, respond to a multiple choice test on home safety.

CHECK-OUT ACTIVITIES

After you go through the Learning Activities, your instructor will rate your performance using a multiple choice quiz.

LEARNING ACTIVITIES

1. READ about safe use of electricity in the home in a reference provided by your instructor,
(and/or) _____.
2. LISTEN to a resource person speak on home safety.
(and/or) _____.
3. READ Student Information, PREVENTING ELECTRICAL ACCIDENTS IN YOUR HOME,

(and/or) _____ .

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Preventing Electrical Accidents in Your Home

1. Do not run extension cords under the rug.
2. Do not nail extension cords to a wall.
3. Keep electrical appliances in working order.
4. Never use an electrical appliance while hands are wet.
5. Never use an electrical appliance while standing in water.
6. Check wall outlets to see if face plates are loose or broken.
7. Check wall outlets to see if they feel warm or plastic has melted.
8. Do not plug more than one appliance into one outlet.
9. Check cords of toasters, irons, hair dryers, etc. to see if they are frayed.
10. Be sure the wattage on electric light bulbs is correct for the lamp or fixture they are used in.
11. Check all household appliances and equipment for exposed wires.
12. Check each light switch to see if it works properly.
13. Check extension cords to see if they are long enough and of the right size.
14. Check cords, appliances, and equipment for the Underwriter's Laboratory approval seal.
15. Check fuse box for blown fuses.
16. Check plugs for loose or broken prongs.
17. Check power tools for a special grounded plug.
18. Check fuse box to see that fuses are of proper size.
19. Ask every family member over 10 years of age if they know how to turn off the power in an emergency.
20. Check an outlet or switch with a test light to determine if it is live.

Housing and Home Furnishings

APPLYING PESTICIDES IN THE HOME



INTRODUCTION

Pesticides are chemicals used in the home and yard to kill insects and diseases. Common household pests that are killed with pesticides are roaches and fleas. Rats may also be killed with chemicals, but require a different method. Since pesticides are poison, it is important to read the label carefully before using them. In this module you will learn how to apply and store pesticides in the home.

Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to apply and store pesticides.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, APPLYING PESTICIDES IN THE HOME.

LEARNING ACTIVITIES

1. READ Student Information, APPLYING AND STORING PESTICIDES IN THE HOME,
(and/or) _____.
2. CHECK your knowledge by completing Student Self-Check, RIDDING YOUR HOME OF PESTS.
3. STUDY other references on the use and storage of pesticides provided by your instructor,
(and/or) _____.
4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Applying and Storing Pesticides in the Home



Often a house becomes infested with insects which must be eliminated. The use of pesticides around the home is a good way to get rid of bugs, but you must be careful to follow the directions. All granular, dust or liquid pesticides and the equipment for using them should be stored out of reach of children, pets, and other adults. Once you have decided to treat an area with a pesticide, keep children and pets out for the length of time suggested on the container.

Read labels carefully. Select the type and method of application which best applies to your specific problem. Carefully place the pesticide in the applicator and return it and the left over pesticide to the storage area.

Pesticides should be stored in a locked place out of reach of children. Check the label for any special storage facts. Always store the pesticide in its original container which must be tightly closed and dry.

When you are completely through with the pesticide, wash your hands with warm water and plenty of soap. Wash clothes immediately if any of the pesticide comes into contact with them. Do this separately, not with other clothing items. Allow family members to return to the treated area after the suggested length of time has passed.

STUDENT SELF-CHECK

Ridding Your Home of Pests

On a sheet of paper, write the numbers of the following statements which are true in relation to pesticides. Check your answers with your instructor.

1. Pesticides are chemicals which kill insects.
2. Pesticides come in three forms; granular, dust, and liquid.
3. Keep children and pets out of the area being treated for three hours.
4. It is not always necessary to read the label on the pesticide container.
5. Pesticides should be stored in the kitchen under the sink.

STUDENT SELF-CHECK

Ridding Your Home of Pests

Answers

1
2

Housing and Home Furnishings

HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS



INTRODUCTION

Many household products are poison, burn easily, and have sharp edges. They are not safe around children and pets and must be stored out of their reach. It is also important to properly dispose of the box, bag or can they are kept in since this can also be dangerous. In this module you will learn how to store medicines and flammable materials and how to dispose of hazardous containers in the proper way.

Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to store medicines and flammable materials. You will also be able to dispose of empty hazardous containers.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS.

LEARNING ACTIVITIES

1. READ about storing medicine, flammable materials, and other dangerous household products in a reference provided by your instructor,
(and/or) _____.
2. CHECK your knowledge by completing Student Self-Check, DON'T LIVE DANGEROUSLY!
3. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Don't Live Dangerously!

On a sheet of paper write the numbers of the statements below which are true in relation to home safety. Check your answers with your instructor.

1. Medicine cabinets should be easy to open and located so that all members of the family can reach them.
2. Strong cleaning solutions pose a very real risk to small children.
3. Storage areas for medicines or flammable materials should be locked.
4. Out of date medicines should be thrown away.
5. Gasoline and paint may be stored anywhere outside the house.
6. Pilot lights on heaters or stoves are not dangerous.
7. Bug killers should be kept in separate cabinets from food items.
8. It is important to read the label when buying and storing medicines and household products.

STUDENT SELF-CHECK

Don't Live Dangerously!!

Answers

- 2
- 3
- 4
- 7
- 8

Housing and Home Furnishings

STORING FIREARMS



INTRODUCTION

When homes contain different types of firearms such as shotguns, rifles or pistols, they must be stored in a safe place. The ammunition (bullets) must also be stored when the guns are not in use. In this module you will learn how to store firearms and ammunition properly.

Read the Objective. If you feel you are able to perform the task, read the Check-Out Activities. Then either arrange with your instructor to do the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

When you finish this module you will be able to list the necessary steps for storing firearms.

CHECK-OUT ACTIVITIES

The following directions explain the activities you must do in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, STORING FIREARMS.

LEARNING ACTIVITIES

1. READ Student Information, STORING FIREARMS,
(and/or) _____.
2. VIEW a demonstration of the proper procedures for storing firearms.
3. COMPLETE Student Self-Check, FIREARM SAFETY.
4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Storing Firearms

The proper storage of rifles, guns, and pistols inside the home is very important. These weapons are dangerous to any person who has not been taught how to use them and they must be kept in a safe place. All firearms should be stored out of sight and out of reach of children; this also applies to ammunition (bullets). Choose the storage area carefully — a high closet shelf in the parents' bedroom or outside storage in a garage workroom would be good.

When storing a firearm, locate the gun and ammunition separately so children or adults who are not familiar with the gun could not try to load it. Before storing the gun, check the chamber to be sure no ammunition is present. Remove any automatic clips and store separately; place ammunition in a locked container. Some owners like to take the barrel and stock of the shotgun or rifle apart for storing.

Safety first is a very important rule to follow when storing firearms.

STUDENT SELF-CHECK

Firearm Safety

On a sheet of paper write the numbers of the statements below which are true in relation to firearm safety. Check your answers with your instructor.

1. Firearms may be safely stored in an unlocked hall closet.
2. Ammunition clips should be removed before storing.
3. Ammunition should be stored in a locked container.
4. Always take a firearm apart before storing it.
5. Guns are dangerous.

STUDENT SELF-CHECK

Firearm Safety

Answers

2, 3, and 5

FOODS - NUTRITION

MAINTAINING A SAFE KITCHEN

INTRODUCTION

Kitchen safety must be maintained to prevent accidents. Burns, cuts, and fires may be caused by careless use of appliances and utensils. Many accidents are caused by hurrying and/or not following procedures outlined in the use-and-care manuals for appliances.

In this module you will learn how to maintain a safe kitchen including how to extinguish grease fires and clean exhaust fans.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a test on how to put out a grease fire, complete the test with 100% accuracy.
- (2) Given a dirty exhaust fan and access to cleaning supplies, clean an exhaust fan.
- (3) Given a kitchen, equipment and materials, and a food preparation task, prepare the food maintaining a safe kitchen area.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Using the equipment and supplies indicated by your instructor, show how to extinguish a grease fire. Also clean an exhaust fan and maintain a safe kitchen area. All items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. COMPETE a hazard hunt arranged by your teacher,
(and/or) _____.
2. READ about kitchen safety in references provided by your instructor,
(and/or) _____.
3. READ and DISCUSS Student Information, SAFETY IN THE KITCHEN, pp. 3-5,
(and/or) _____.
4. READ Student Information, PREVENTING AND EXTINGUISHING GREASE FIRES,
pp. 5-6,
(and/or) _____.
5. OBSERVE as your instructor demonstrates how to extinguish a grease fire, using a
simulated fire,
(and/or) _____.
6. READ Student Information, CLEANING AN EXHAUST FAN, p. 6,
(and/or) _____.
7. MAKE a poster to illustrate safety rules for use in the foods laboratory,
(and/or) _____.
8. COMPLETE Student Self-Check, KITCHEN SAFETY, pp. 6-7.
9. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITIES listed on the front cover.

Student Information**SAFETY IN THE KITCHEN**

How safe you are in the kitchen depends upon how careful you are. It also depends on whether you know and obey good safety procedures. Many accidents are caused by people who are in a hurry, who are careless, and who use poor house-keeping methods. Eliminating hazards and observing safety methods will prevent accidents.

Safety in the kitchen is necessary for you to prevent injury to yourself and others. You can prevent accidents by being aware of how they happen. You must also follow safe practices and procedures and eliminate hazardous conditions.

General Rules for Kitchen Safety

There are a number of rules you should always observe when working in the kitchen. Some of these rules are listed below.

- Follow the manufacturer's directions exactly when using kitchen equipment.
- Keep work surfaces uncluttered so that sharp knives and other articles that might cause injury can be easily seen.
- Have a good light at all work centers.
- Keep the kitchen floor clean and dry. Dropped items or spills of water, grease, food, or liquids may cause falls.
- Keep drawers and door shut while working in the kitchen.
- Follow rules for properly cooking foods to prevent unnecessary spattering and burning foods (as well as to prevent loss of nutrients).
- Use the proper utensils for opening a can or a jar. Use a punch-type can opener to open cans that contain liquid. For a jar with a screw top, use a jar opener. For a jar with a vacuum-sealed lid, use a lid flipper.
- When you break a glass or a dish, sweep all the broken pieces immediately and wrap them in several thicknesses of newspaper. Use a damp paper towel to pick up the small bits of glass or china. Wrap before putting in garbage.
- Use a sturdy stepstool to reach something on a high shelf.

Use of Electrical Appliances and Cords

- Follow manufacturer's instructions in the use-and-care manual.
- Disconnect electrical appliances by grasping the plug--not the cord.
- Repair appliances and cords if damaged or frayed.
- To prevent a serious shock, be sure hands and feet are dry when using electrical appliances.
- Use only rubber scrapers in the mixing bowl when the mixer is operating.
- Never put metal objects inside the toaster while it is plugged in to the outlet.
- Avoid overloading an electrical outlet.
- Keep electrical connections dry. Some appliances may be designed to be put into the water safely.
- Allow appliances to cool before washing.

Safe Use of Knives

- Carry sharp objects, such as knives or scissors, with the point down.
- Hold the knife to cut away from you. Keep your fingers out of the way.
- When you hand a knife to someone, hold it by the handle turning it so that the other person can take hold of the handle. Keep a firm grip on the knife handle until the other person grasps it securely.

- When using a knife or other cutting equipment, use a cutting board or a substitute to protect the counter or table surface.
- Store knives in a separate compartment in a drawer, knife rack, or knife holder.
- Wash knives separately from other dishes. Hold the knife by the handle with the sharp edge away from you.

Working Safely in the Sink

- To prevent dishes from breaking, protect the bottom of the sink with a rubber mat or dish towel.
- Turn on water faucets slowly to avoid getting water on the floor as well as yourself.
- Stack dishes in short stacks so they will not tumble and break.
- Never place a hot pan in a sink containing cold water until the pan has cooled. Extreme temperature changes can cause breakage and warping.
- If glasses stick together, put the bottom glass in hot water and put cold water into the top glass. This should allow you to pull the glasses apart.

Operation of Heating Units or Burners or Ovens

- Check controls to see if a burner is on; never touch the burner.
- Never turn on the heating unit under empty pots and pans. Turn controls off when you remove pans from the unit.
- Do not allow children to turn on range controls. Do not place any object where it would cause a control to be accidentally turned on.
- Gas ranges require special attention. In ranges with no automatic pilot light, always strike the match just before turning the gas on. Open the gas on full and apply the match. If the range has a pilot and the burner does not

light, turn off the gas and see if the pilot is lit.

- Keep lighted matches away from you, and wet the matchstick before throwing it away.
- Before preheating the oven, check the rack adjustment and make sure there is nothing in the oven.
- Turn the oven light on when opening the oven door.
- Keep oven doors closed except when broiling in electric ovens.
- Don't reach into the oven. Open the door completely and pull out the rack with a potholder; then test or season the food, etc.
- To make clean-up easier, use foil paper to line the drip pans or the oven. Be sure the hole is left open on the drip pan for steam to escape through the vent from the oven. Be sure the foil does not touch an electric element or it may cause an electrical short.
- Never allow dishcloths, towels, cookbooks, aprons, potholders, etc., to touch the burners. Do not wear a garment with long loose sleeves when cooking.
- Use dry, well-padded potholders when removing hot pans from the range or oven. Do not use a damp potholder. The heat from the pan passing through the moist cloth will create steam and burn your hand. Dishcloths, towels, and aprons are not insulated and should not be used as potholders.
- Set hot pans or skillets on a heat resistant surface. They can burn some counter or table tops.
- Turn the handles of hot saucepans inward or toward the back of the range. In this position, they cannot be reached by children or accidentally knocked off the range.
- Use only pots and pans with flat bottoms. This keeps them well balanced on the range. (Flat-bottomed pans also cook faster and save energy.)

- If the handles on pans become loose, use a screwdriver to tighten them. Loose handles may slip, causing you to spill hot liquid on yourself or someone else.
- To avoid having food boil over, use a pan of adequate size for the amount and kind of food you are cooking.
- When frying food in deep fat, use a deep pan so that the fat will be at least three inches from the top. See that the food is as dry as possible before dropping it into the hot fat. Moisture will cause the fat to boil up more. Overflowing fat may start a fire.
- When working with fat keep heat low to avoid a grease fire.
- Use a wooden spoon to stir cooking foods. A metal spoon will conduct heat to your hand.

Student Information

PREVENTING AND EXTINGUISHING GREASE FIRES

Occasionally, a grease fire will occur in the kitchen. A grease fire is caused by overheating the grease or by grease spilling onto the source of heat. You need to know how to maintain a kitchen in such a way that this is not likely to happen. But you also need know how to extinguish a grease fire if one does occur.

Fats or oils will catch fire. Such a fire requires very fast treatment. Water sends the fat flying, spreads the fire, and may cause a steam burn. A dry powder that can smother the flame is the safest answer. The best and handiest powder is baking soda. The heat releases carbon dioxide from the soda. This robs the flame of the oxygen it needs to keep burning. Keep a pour-top salt carton

filled with soda and labeled "FIRE" near the range. Salt is fairly effective if soda is not available. Each has the added advantage of not damaging the food on which it is used. The salt or soda can be rinsed off and then the food may be reheated and served.

Here are some rules to observe for extinguishing fires in the kitchen:

- In case of fire, keep calm.
- Buy and maintain a fire extinguisher in your kitchen. Learn how to use the fire extinguisher by reading the instruction manual. (Example: remove the pin, point the nozzle toward the base of the fire and spray at the base of the fire.)
- If you do not have a fire extinguisher, smother fires in the oven or on top of the range with baking soda or other dry powder. Keep a heavy lid which fits the pan available when frying. If a fire starts, cover with lid immediately. Turn off the heating element immediately.
- Never carry burning grease outside or across the kitchen.

Here are some rules to prevent grease fires:

- When frying and broiling, keep the heat low enough to avoid grease fires. Because grease will burn, keep a careful watch on any type of grease. If it begins to smoke, remove it from the heating unit.
- Never put water on grease. Grease is hot and causes the water to break into steam bubbles which may cause severe burns.
- To avoid sputtering or overflowing of grease when deep-fat frying, be sure the food is well drained and lowered carefully into the fat.
- Never fill a saucepan so full that is is likely to boil over and put out a gas flame. If this does happen, turn off the gas and open a window. Escaping gas is

dangerous because it may be ignited by the flame of another burner. Or, it may cause asphyxiation.

--When broiling, use a pan that allows the fat to drip away from the heat zone. Should a fat fire occur, turn off the heat at once, and smother the fire with a lid, baking soda, or salt, or use a fire extinguisher.

Student Information

CLEANING AN EXHAUST FAN

An exhaust fan is an electrical attachment above the range. When in operation, it removes odors, grease and smoke from the kitchen. It is necessary to periodically clean the exhaust fan in your kitchen. Accumulated grease cuts down on the efficiency of the fan as well as being a safety hazard. The collected grease could ignite and cause a fire. To clean an exhaust fan, follow the steps below:

1. Assemble necessary tools and equipment:
 - bucket
 - sponge or cleaning cloth
 - cleaner (grease cutting)
 - hot sudsy water
 - warm clear water
 - screwdriver
2. Make sure the fan switch is off.
3. Remove the protective plate over the fan, if possible. Some models snap off; others need to be removed with a screwdriver.
4. Nonvented models have a charcoal odor filter that should be replaced. Check individual filters to determine how often to replace.
5. Clean the plate according to directions printed on the filter. To clean thoroughly, you may use a cleaner with grease-cutting ability.

6. Rinse with hot sudsy water.
7. Rinse again with clear warm water.
8. Clean fan blade with grease-cutting cleanser.
9. Rinse with hot sudsy water.
10. Rinse again with clear warm water.
11. Allow all parts to dry.
12. Replace cover over fan by snapping into place or replacing screws.

Student Self-Check

KITCHEN SAFETY

Directions: Check your knowledge by filling in the blanks below. Write your answers on a separate sheet of paper. Check your answers with those on p. 8.

1. _____ is a product used to extinguish grease fires.
2. _____ should never be used to extinguish a grease fire.
3. _____ appliances may cause accidents in the kitchen. Stay away from water when using them.
4. Always keep _____ near the range to handle hot things.
5. Grease is a common cause of _____ in the kitchen.
6. _____ spoons, forks, wooden spoons should not be used while mixer is operating.
7. _____ should never be placed in the dishwasher. They should always be washed separately.

8. _____ is a device used to put out an electrical fire.
9. Always use a _____ to reach items stored on high shelves.
10. Before touching electrical equipment, you should always have _____

**Student Self-Check
KITCHEN SAFETY
ANSWERS**

1. baking soda
2. water
3. electrical
4. pot holders
5. fires
6. metal
7. knives
8. a fire extinguisher
9. stool
10. dry hands

FOODS - NUTRITION

KITCHEN SANITATION AND GARBAGE DISPOSAL

INTRODUCTION

Using good sanitation practices in the kitchen is necessary to maintain a healthy environment for food preparation. Sanitation should start before you arrive in the kitchen. It involves personal cleanliness as well as the cleanliness of your work areas and appliances. It includes proper disposal of garbage through the use of garbage/trash cans, trash compactors, and/or garbage disposers during and after food preparation and serving. Good sanitation procedures should also be used when washing the dishes. In this module you will learn how to dispose of garbage and trash. You will also learn how to maintain a clean and healthy environment while working with food. And you will learn how to wash dishes by hand or in a dishwasher.

Complete those learning objectives which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to a kitchen after meal preparation, a garbage disposal, and the operator's manual, dispose of trash and garbage.
- (2) Given a food-handling situation, the food and equipment, maintain a clean and healthy environment while completing the task.
- (3) Given an assortment of dishes, cookware, utensils, and necessary supplies, wash dishes by hand and/or dishwasher method(s).

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Clean a kitchen after meal preparation and serving, using equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

LEARNING ACTIVITIES

1. READ about personal hygiene, cleanliness in the kitchen, trash compactors, and waste disposers in a reference provided by your instructor,
(and/or) _____.
2. READ Student Information, PERSONAL HYGIENE IN FOOD PREPARATION, p. 3.
(and/or) _____.
3. COMPLETE Student Self-Check, PERSONAL HYGIENE, p. 3.
4. READ Student Information, DISPOSING OF TRASH AND GARBAGE, p. 4.
(and/or) _____.
5. READ and STUDY Student Information, USING THE GARBAGE DISPOSAL, p. 5.
(and/or) _____.
6. COMPLETE Student Self-Check, DISPOSING OF TRASH AND GARBAGE, p. 5.
7. STUDY Student Information, WASHING DISHES, p. 6.
(and/or) _____.
8. COMPLETE Student Self-Check, WASHING DISHES, p. 7.
9. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

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Student Information**PERSONAL HYGIENE IN FOOD PREPARATION**

Personal hygiene is extremely important in preparing food in the home. Anyone working with food can be a carrier of harmful bacteria. Steps must be taken to prevent the spreading of such bacteria. To insure healthful conditions, the following are some of the sanitation rules that should be followed when preparing and serving food.

1. Keep your body and clothing clean.
2. Keep fingernails short and clean. Bacteria can grow around and under fingernails.
3. Wash hands with soap before starting to work and after each bathroom use.
4. Do not use same towel for wiping dishes and counters as you do for drying your hands. This may spread bacteria.
5. Cover your mouth with a disposable tissue when sneezing or coughing. Throw the tissue away and wash your hands immediately.
6. If you comb your hair or rub your skin, scrub your hands immediately.
7. If you have an open sore or cut, do not work with food (or use plastic or rubber gloves).
8. Do not smoke when you prepare or serve food. Ashes may fall into the food.

9. Do not wear long sleeves or jewelry that may drag in food or get caught in appliances. They may carry harmful bacteria.

10. Never use your mixing spoon for tasting food. Use a tasting spoon, or spoon a small bit into a teaspoon and taste from that.

12. A utensil dropped on the floor should be washed before using.

13. Tie back long hair.

Student Self-Check**PERSONAL HYGIENE**

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those on p. 8.

TRUE/FALSE

1. When preparing food it is necessary to have clean hands.
2. Rings can carry harmful bacteria.
3. Use one towel for both hands and dishes.
4. Use a spatula for tasting food.
5. Cleanliness is more important when cooking in a commercial establishment than in the home.
6. If you must sneeze or cough in the kitchen, cover mouth and nose with a disposable tissue.

7. Cooking destroys most bacteria.
8. You should not smoke while preparing food.
9. Spills should be wiped up immediately.
10. Wash counters before and after putting food on them.
11. Tie back long hair.
12. Keep counter clean during all food preparation.

Student Information

DISPOSING OF TRASH AND GARBAGE

To maintain safety and sanitation in the home, garbage and trash must be disposed of properly and safely. Household trash is usually defined as dry materials which are to be discarded. Garbage is usually defined as wet waste materials from food preparation and serving.

There are different ways to dispose of these unwanted materials. Some of them are listed below.

Disposing of Trash

1. Keep plenty of waste baskets located in convenient locations around the house.
2. Collect trash periodically and dispose of by one of the methods below:
 - a. Burning in a metal can with wire mesh over the top. Check local codes to determine if burning trash is legal in your community.
 - b. Having trash collectors pick up and truck to the designated area for your community.
 - c. Taking trash to the designated area yourself.

Dispose of Garbage

1. Keep a lined and covered garbage can in or near the kitchen to hold garbage temporarily. Then dispose of it by taking to a designated disposal area, or have garbage collected by community or private collection.
2. Use a garbage disposal for those materials which can be disposed of in this manner. (See Student Information, USING THE GARBAGE DISPOSAL p. 5.)
3. Put food materials in a compost bed. Check the library or call your local agricultural extension agent for instructions on maintaining a compost bed.

Compacting Trash and Garbage

Some garbage and trash can be compacted in a trash compactor (an electrical appliance which can be installed in or near the kitchen) to save space and reduce the amount of refuse for disposal. Here are some facts to remember when using a trash compactor.

1. Read and follow the manufacturer's use-and-care manual.
2. Consumer research does not recommend compacting bottles or wet garbage.
3. Do not compact materials which may spoil and release odors if held in compactor for a time.
4. Never try to compact with the hands or feet. There may be items in the compactor which could cut or puncture your skin.
5. The compacted bags of garbage should be picked up by the trash collector or taken by you to the area designated for your community.
6. Do not try to compact aerosol cans.

Student Information**USING THE GARBAGE DISPOSAL**

Garbage disposals grind food into small pieces that can be washed down the drain. They must be used with care. Dish cloths and silverware should never be allowed to fall into a disposal. The food placed in the disposal should be food that can be easily ground. You should not put bones or glass into the disposal. NEVER put hands in a disposal when it is running. Keep cold water running when the disposal is running. This carries the ground food into the sewage system. Do not pour hot grease down the disposal. The drain will clog when the cold water hardens the grease.

To dispose of garbage using a garbage disposal:

1. Read the use-and-care manual to determine what garbage can be ground.
2. Before turning disposal on, use a rubber scraper to push garbage through disposal opening. Do not overload the disposal.
3. Run cold water through disposal for 30 seconds to one minute before throwing disposal switch on.
4. Flip disposal switch and allow to grind garbage thoroughly. Water should still be running.
5. After garbage has been ground, flip switch off.
6. Allow water to continue running for another 15-30 seconds.
7. Add more garbage and repeat the process, if necessary.
8. Turn water off.

9. Continue process until garbage is disposed of.

NOTE: Do not stick fingers into disposal when it is running.

Student Self-Check**DISPOSING OF TRASH AND GARBAGE**

Directions: On a separate sheet of paper, number from 1-10 and write down the word or words which fill the blanks in the statements below. Check your answers with those on p. 8.

1. Two mechanical aids to disposing of trash and garbage are _____ and _____.
2. The kitchen garbage container should be _____ and _____.
3. _____ is usually dry household materials which are to be discarded.
4. _____ is usually wet waste materials from food preparation and serving.
5. Do not _____ trash out of doors unless it is legal in your community.
6. Garbage cans should be _____ and _____.
7. Food wastes makes good _____ which can be used in the garden.
8. To push food down a disposal always use a _____.
9. Allow _____ to run while the garbage disposal is on.
10. _____ will harden and clog up the disposal.

Student Information**WASHING DISHES**

Experiments have shown that as far as time economy is concerned, it is better for one person to clear away the meal and wash the dishes. But it is often better to make the job a social one.

For efficiency in dishwashing, you must have the right equipment, utensils, and supplies and have them conveniently arranged. Use the hottest water possible. Rubber gloves will not only protect your hands but allow you to use hotter water when doing dishes by hand. Both the hand-washing method and dishwasher method of washing dishes are described below.

Hand-Washing Method

1. Scrape and/or rinse all food particles from dishes, cookware, and utensils.
2. Soak dishes, cookware, or utensils that are especially soiled, such as, dishes that contained eggs, cereal, greasy foods, sugar mixtures. Pots or dishes with a grease or sugar residue should be soaked in hot water. Those with egg, cereal, pasta or cheese particles should be soaked in cold water.
3. Stack the dishes by putting similar things together in the following order:
 - Glasses
 - Silverware
 - China
 - Pots, pans, and other utensils
4. Assemble dishwashing equipment:
 - Dishwashing detergent (following directions on package for amounts.)
 - Cleansing agent
 - Dishcloth or sponge
 - Draining rack with drainboard
 - Dishpans, if needed
 - Pot scrubber
5. Place draining rack with drainboard on counter to left of sink, if right-handed.
6. Fill one sink or dishpan half full with hot soapy water; fill another dishpan or sink with hot rinse water.
7. Wash dishes in the order that they were stacked starting with glasses first.
8. Scrub off hardened or burned-on food with cleansing agent and/or a pot scrubber.
9. Rinse each item thoroughly.
10. Place items in dish drainer at an angle at which they will drain best.
11. Dry the dishes, cookware, and utensils with a clean dish towel; then put each item in its proper storage place.
12. Pour or drain dishwater through a sink strainer to avoid clogging the sink with waste materials.
13. Clean sink and table or counter surfaces thoroughly with clean soapy water.
14. Rinse dish cloth thoroughly to remove food particles and greasy water.
15. Place dish cloth and towel on drying rack.

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Dishwasher Method

1. Read use-and-care manual.
2. Scrape dishes, and if necessary rinse food scraps from the dishes that are to be placed in dishwasher.
3. Load dishwasher according to use-and-care manual.
4. Add dishwashing compound to dispenser.
5. Close and lock door of dishwasher.
6. Set cycle according to type of load.
7. Start dishwasher.
8. After completing the drying cycle, put dishes, cookware, and utensils in proper storage place. (For a winter-time energy-saving hint, turn the dishwasher off after the last rinse; open the door and allow the dishes to air dry. If a home is air-conditioned in the summer, allowing the heat and moisture to escape in the air works the air conditioner and probably results in very little, if any, energy savings.)

Student Self-Check**WASHING DISHES**

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those on p. 8.

1. It is always a more efficient use of time to have two people wash dishes. True or False.
2. Use the hottest water available for washing dishes. True or False.
3. The two methods of washing dishes are _____ and _____.
4. List the order in which you would wash these:
 - a. pots, pans, and other utensils
 - b. glasses
 - c. china
 - d. silverware
5. Before using a dishwasher, you should read the _____.

Student Self-Check

**PERSONAL HYGIENE
ANSWERS**

1. False
2. True
3. False
4. False
5. True
6. True
7. True
8. True
9. True
10. True

Student Self-Check

**WASHING DISHES
ANSWERS**

1. False
2. True
3. Dishwasher and hand -washing
4. b, d, c, a
5. use-and-care manual

Student Self-Check

**DISPOSING OF TRASH AND GARBAGE
ANSWERS**

1. compactors
disposals
2. lined and covered
3. trash
4. garbage
5. burn
6. lined and covered
7. compost
8. rubber scraper
9. cold water
10. hot grease

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FOODS - NUTRITION

USING RECIPES: READING AND ADJUSTING AMOUNTS

INTRODUCTION

To ensure that foods are properly prepared, always follow a recipe carefully. Sometimes it is necessary to decrease or increase recipes. In this module you will learn how to increase and decrease recipes.

Complete those learning activities which will help you accomplish the tasks of the objectives.

OBJECTIVES

Given a recipe, increase and decrease the amounts of the ingredients in the recipe.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and ingredients and increase and/or decrease the recipe. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ about the metric measuring system and using and adjusting recipes in references provided by your instructor,
(and/or) _____.
2. READ and STUDY Student Information, READING AND ADJUSTING RECIPES, pp. 3-4,
(and/or) _____.
3. COMPLETE Student Self-Check, READING AND ADJUSTING RECIPES, p. 5.
4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

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Student Information

READING AND ADJUSTING A RECIPE

A recipe is a guide to help you prepare foods in a particular way. Most recipes give the following information:

- Kinds of ingredients
- Exact amounts of ingredients
- Step-by-step instructions for combining the ingredients
- Type and size of pan for mixing and/or cooking the food
- Temperature needed to prepare foods
- Length of time to prepare the food
- The number of servings the recipe will make
- Suggested ways to serve the food

Look over the recipe carefully before you begin to cook. Be sure all the above information is given; if not, find another recipe that is complete.

Adjusting a Recipe

Most recipes can be increased or decreased. Decreasing a recipe by half or other fraction will usually work successfully. Use the same proportion of each ingredient. If divided recipes call for less than an egg, beat the whole egg and measure with a tablespoon to get the desired amount. To increase a recipe, use the same proportion of all the ingredients.

The number and size of the cooking utensils must be changed to fit the new amount. The temperature will be the same. The cooking time will be increased or decreased depending on the recipe adjustment.

Metric Measuring System

Some recipes will give amounts in metric. The metric system is based on the decimal system of tens. The decimal point is used instead of fractions.

Common metric units:

- Gram is a measure of mass or weight. It replaces pound and ounce. One gram = .035 ounce.
- Liter is a measure of volume. It replaces quart, cup, tablespoon, and teaspoon. One liter = 1.057 quarts.
- Meter is a measure of length. It replaces inches and feet. One meter = 1.1 yards.
- Celsius is a measure of temperature. It replaces Fahrenheit.
- Joule is a measure of energy. It replaces calories.

Prefixes are used in metrics to show the amount of the common unit. The prefix is linked to the common unit. The following prefixes are used most often in recipes:

- Milli - 1/1000th; for example, a milliliter is 1/1000th of a liter.
- Centi - 1/100; for example, a centimeter is 1/100th of a meter.
- Kilo - 1,000; for example, a kilogram is 1,000 grams.

In metrics, symbols are used instead of abbreviations. Notice that they are not followed by a period. For example, mm means millimeter. See other symbols below:

meter - m
liter - l
gram - g
Celsius - C
kilo - k
milli - m
centi - c
joule - j

Equivalents of Metric Measurements

1 cup = 16 tablespoons, 250 milliliters, 8 fluid ounces

2 cups = 1 pint, 500 milliliters, 16 fluid ounces

1 tablespoon = 3 teaspoons, 15 milliliters, $\frac{1}{2}$ fluid ounce

4 cups = 1 quart, 0.946 liter, 32 fluid ounces

1 teaspoon = $\frac{1}{3}$ tablespoon, 5 milliliters, $\frac{1}{6}$ fluid ounce

1 pound = 16 ounces, 454 grams

Customary Measuring Abbreviations

c = cup

T or tbsp. = tablespoon

t or tsp. = teaspoon

oz. = ounce

lb. = pound

qt. = quart

pt. = pint

Converting Recipes from Customary to Metric

When converting recipes from customary to metric measures, you may have to round off decimals. Some ingredients may not be exactly the same proportion as others because the measuring utensils may not measure that amount. Some measurements may require using more than one utensil to measure nearest to correct amount.

Student Self-Check

READING AND ADJUSTING RECIPES

On a separate sheet of paper, double the ingredients in the recipe below. Also divide the ingredients in half. Do this both in the metric and customary measuring systems. Check your work with the correct answers on p. 6 of this module.

FRESH APPLE COOKIES

(2-2 ½ dozen)

250 ml (1 cup)	sifted all-purpose flour
2.5 ml (½ tsp.)	baking soda
1 ml (¼ tsp.)	salt
2.5 ml (½ tsp.)	ground cinnamon
1.2 ml (¼ tsp.)	ground nutmeg
5 ml (1 tsp.)	ground ginger
5.0 ml (1 cup)	butter or margarine
250 ml (1 cup)	brown sugar
½ ml (½)	egg
30 ml (2 tbsp.)	milk
250 ml (1 cup)	finely chopped apple
125 ml (½ cup)	chopped nuts

Directions

Temperature: 190°C (375°F)

Pan: Cookie sheet

1. Preheat oven to 190°C (375°F).
2. Sift together the dry ingredients.
3. Cream the butter or margarine and sugar thoroughly.
4. Add the egg and beat until fluffy.
5. Add the sifted dry ingredients and milk alternately to the creamed mixture, beginning and ending with the dry ingredients.
6. Add the chopped apples and nuts.
7. Drop from a teaspoon onto a greased cookie sheet.
8. Bake at 190°C (375°F) for 10-12 minutes or until lightly browned.

Student Self-Check

ADJUSTING RECIPES
ANSWERS

A. One-Half of the Recipe

FRESH APPLE COOKIES

125 ml ($\frac{1}{2}$ cup)
 1.2 ml ($\frac{1}{4}$ tsp.)
 .5 ml ($\frac{1}{8}$ tsp.)
 1.2 ml ($\frac{1}{4}$ tsp.)
 .6 ml ($\frac{1}{8}$ tsp.)
 .6 ml ($\frac{1}{8}$ tsp.)
 25 ml (2 tbsp.)
 250 ml (1 cup)
 $\frac{1}{4}$
 15 ml (1 tbsp.)
 125 ml ($\frac{1}{2}$ cup)
 125 ml ($\frac{1}{2}$ cup)

sifted all-purpose flour
 baking soda
 salt
 ground cinnamon
 ground nutmeg
 ground ginger
 butter or margarine
 brown sugar
 egg
 milk
 finely chopped apple
 chopped nuts

B. The Recipe Doubled

FRESH APPLE COOKIES

500 ml (2 cups)
 5 ml (1 tsp.)
 2 ml ($\frac{1}{2}$ tsp.)
 5 ml (1 tsp.)
 2.5 ml ($\frac{1}{2}$ tsp.)
 2 ml ($\frac{1}{2}$ tsp.)
 125 ml ($\frac{1}{2}$ cup)
 500 ml (2 cups)
 1 (1)
 50 ml ($\frac{1}{4}$ cup)
 500 ml (2 cups)
 250 ml (1 cup)

sifted all-purpose flour
 baking soda
 salt
 ground cinnamon
 ground nutmeg
 ground ginger
 butter or margarine
 brown sugar
 egg
 milk
 finely chopped apple
 chopped nuts

FOODS - NUTRITION

READING AND APPLYING LABEL INFORMATION AND UNIT PRICING

INTRODUCTION

Federal labeling laws apply to all foods made in one state but sold in another state. More laws protect food than any other consumer item. Labels on packages and cans contain useful information about the nutritional value of foods. Using the information on labels is a guide to being a better buyer of foods. In this module you will learn how to read a label and how to use unit pricing (cost per unit of the item) to become a better shopper.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a label from a can or package, identify consumer information required by the federal Food and Drug Administration.
- (2) Given a grocery item and price of the item, figure the price per ounce (or other specified unit).

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity from your evaluator and complete according to the instructions. You must complete this activity with 80% accuracy.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, LABELING TERMS TO KNOW, p. 3.
(and/or) _____.
2. READ Student Information, THE ANATOMY OF A FOOD LABEL, pp. 3-4,
(and/or) _____.
3. COMPARE the information found on the labels from four similar foods,
(and/or) _____.
4. COMPLETE Student Self-Check, LABELING, p. 4.
5. STUDY Student Information, UNIT PRICING, pp. 4-5,
(and/or) _____.
6. COMPLETE Student Self-Check, UNIT PRICING, p. 5.
7. STUDY Student Information, OPEN DATING, p. 5,
(and/or) _____.
8. COMPLETE Student Self-Check, OPEN DATING, p. 5.
9. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front cover.

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Student Information**LABELING TERMS TO KNOW**

There are some terms you should understand in order to use label information correctly. Some of these are listed below. If you find other terms you do not understand, ask your instructor or look them up in a reference.

U.S. RDA: Recommended Daily Allowance of vitamins, minerals, and protein have been developed by the Food and Drug Administration. These are used for nutrition labeling. The numbers on the label tell what percentage of the RDA is included in that product. The U.S. RDA refers to amounts suggested for good health.

USDA: United States Department of Agriculture.

Grade: Grade refers to the standard of quality. This is used on some foods. It is not always required.

Net Weight: Net weight of the food product including the liquids. It does not include the weight of the can or other packaging.

Ingredients: This term refers to all the foods and additives included in the product. They are listed on the label in descending order according to weight.

UPC: The Universal Product Code is a bar of straight lines about 2.5cm (1 inch) wide usually on the label. It is used by stores with computerized systems that scan the lines. The computer can record the name of the product, the price, and the weight. This system may be used by the store for inventory purposes. Evidence of the system may show up on your credit slip.

Additives: These are substances added to a food product to preserve foods, add nutrients, or give color or flavor.

Enriched: This term indicates that nutrients which were lost during processing have been added to increase the nutritional value of foods.

Fortified: This term indicates that nutrients have been restored or added in amounts larger than in the original product.

Name Brand: A name brand product is one that is distributed by a national manufacturer to be sold in many different stores.

House Brand: This refers to a product manufactured for distribution in one particular chain of grocery stores.

Generic Foods: These are foods that have no brand name on the label. They list the name of the product and usually have black and white labels.

Student Information**THE ANATOMY OF A FOOD LABEL**

Food processors label their products for at least two reasons: (1) labeling is required by the Federal Food and Drug Administration, and (2) labeling provides information about the product that will help the processor sell the food.

Label Information Required by the Federal Food and Drug Administration

--Legal, common or usual name of the product
Example: Green Beans, Sweet Corn, etc

--Variety or style of the product
Example: French Style Green Beans, Cream Style Sweet Corn

--List of dietary properties
Example: artificial sweetener, salt-free

--Net quantity or weight of contents in two types of measurements Example: 482.4 grams (17 oz. or 1 lb. 1 oz.)

- List of ingredients with the ingredient having the largest percentage listed first and smallest in quantity listed last
- Additives, if any
Examples: artificial color, salt, sugar
- Size and number of servings
Example: Serving Size = One cup
Servings per container = 2
- Nutritional information per serving
Example: Calories . . . 50
Protein . . . 5gm
- List of U.S. Recommended Daily Allowances (RDA) of nutrients. This must list two minerals and five vitamins.
- Name, address, and zip code of manufacturer, packer or distributor
Example: Bailey Corporation
Highland, CA 41053

This label information must be on packages according to federal laws.

- The information must be in English and must be in type which is easy to read.
- The picture on the label, if included, and the written description must be an accurate representation of the product.
- The container cannot be deceptively larger than the contents. (Sometimes the contents settle after the container is filled.)
- Foods that are prepared for certain diets such as for diabetic patients must have special labels.
- Some products are not required to list all ingredients. These are products which have "standards of identify" such as catsup. There are certain ingredients which have been established to be included in all brands of catsup. FDA has "standards of identify" for approximately 300 foods.

Additional information may be included on the label by the food processor. More description of the product may be given. Example: large, ripe olives or mild, hot, etc.

Sometimes recipes or menu ideas may be included on the label.

Universal Product Code (UPC) Information

The universal product code is a system developed for a computerized check-out counter. On each item in the store you will see a 2.5cm (1 inch) bar of straight lines. These lines are a code representing a kind of item, the manufacturer or retailer, and the specific product. A UPC system can provide a running inventory so the store managers can always know how many of every item they have on hand.

Student Self-Check

LABELING

Directions: On a separate piece of paper complete the following activity. Check your results with the information on p. 6.

Design a label for a can, box, or other container for any product you can imagine. It should include all the requirements of federal law as studied in this module.

Student Information

UNIT PRICING

Unit pricing is the cost per ounce, per item, or other designated measure. It can be a help to you in deciding which product is the best buy. The unit price is often shown on a tag attached to the shelf under the product. It is used on canned, packaged, and dairy products. (Most meat and fresh fruits and vegetables are already unit priced by pound or piece.)

Unit pricing will help you compare small containers to a larger size container to determine the best buy. Sometimes it is cheaper to buy the large size. Sometimes it is better to buy two small sizes. You need to also consider if you or your family can use the large size before it spoils. If not, you are wasting money.

If the unit price is not listed on the package or shown on the shelf, divide the total cost by the number of basic units. A basic unit can be "dozen," "ounce," "gram," "pound," "pint," "quart," "liter," etc. On the following page are some examples of how to determine the price per unit.

Student Self-Check

UNIT PRICING

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those on p. 6.

1. What is unit pricing?
2. Why should you learn how to use unit pricing?
3. Complete the following using unit pricing.
 - a. If a 12 oz. can of green beans sells for .84, the price per ounce (unit) is _____.
 - b. If sugar is \$2.89 for 5 lb., the price per pound (unit) is _____.
4. Compare each two of the following products and determine the best buy for a family of four persons.
 - a. 6 oz instant coffee \$3.29
10 oz instant coffee \$4.29
 - b. 1 qt. milk for \$.85
1 gal. milk for \$2.89

Student Information

OPEN DATING

"Open dating" refers to a date which is stamped on packaged food that is perishable or semi-perishable. Perishable means the food will spoil after a period of time. The date on the food is a guide to the freshness of a product.

The date stamped on dairy products is a "pull date." That means it is the last date it can be sold from the shelf. It will still be usable at home for a few more days. Baked products are stamped with a "freshness date." That means the product is at its best on that date. Bakery products are often removed from the shelves and returned to bakery outlets where they are sold as "day old" products at cheaper prices.

Open dating is a good guide for selecting foods. However, you should be sure the product has been stored at the proper temperature to remain fresh. If you discover a food product is not fresh, is sour, or spoiled after you get home, you should return it to the store for a fresh product.

Student Self-Check

OPEN DATING

Directions: On a separate piece of paper, number from 1-6. Answer the following questions True or False. Check your answers with those on p. 6.

- ____ 1. Open dating is on all cans and containers.
- ____ 2. Open dating is a guide to the freshness of a product.
- ____ 3. Open dating is a part of the Universal Product Code.
- ____ 4. The "pull date" is the last date a dairy product may be sold as fresh.
- ____ 5. The "freshness date" is the last date baked products may be sold.
- ____ 6. Open dating is a guarantee that perishable foods are fresh.

Student Self-Check**LABELING
ANSWERS**

The label you prepared should include:

- Name of the product
- Variety and style of product
- Net weight
- List of ingredients and additives
- Size and number of servings
- Nutrition information per serving
- List of U.S. RDA
- Name and address of manufacturer

Student Self-Check**UNIT PRICING
ANSWERS**

1. Unit pricing is cost per ounce or any other convenient unit.
2. You should use unit pricing to find the better buy.
3. a. .07 per ounce
b. .58 per ounce
4. a. 10 oz for \$4.29
b. 1 gal for \$2.89

Student Self-Check**OPEN DATING
ANSWERS**

1. False
2. True
3. False
4. True
5. False
6. False

FOODS - NUTRITION

BASIC EGG COOKERY

INTRODUCTION

Eggs are included in the meat group of the Basic Four food groups. They are high in protein, vitamins, and minerals. Eggs may be eaten at any meal as a main dish or a snack. They are also used as ingredients in many recipes. There are many ways to cook eggs. In this module you will learn how to cook eggs in the shell and how to scramble them.

Complete those learning activities in the module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to a saucepan, water and two eggs, soft-cook one egg and hard-cook one egg in shell.
- (2) Given an egg, a recipe, and access to other ingredients and equipment, scramble the egg.
- (3) Given a test about egg cookery, answer the questions.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist.

- (1) and (2) Obtain ingredients and equipment and prepare eggs as indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.
- (3) Obtain the Check-Out Activity Sheet, BASIC EGG COOKERY, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

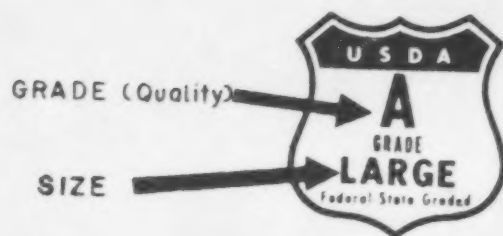
1. READ about eggs in references provided by your instructor,
(and/or) _____.
2. VIEW slide-tape presentation F-7-1, "Selection and Storage of Eggs,"
(and/or) _____.
3. READ Student Information, SELECTING EGGS, pp. 3-4,
(and/or) _____.
4. COMPLETE Student Self-Check, SELECTING EGGS, p. 4.
5. READ Student Information, EGG COOKERY, pp. 4-5,
(and/or) _____.
6. VIEW slide-tape presentation F-7-2, "Preparation of Eggs,"
(and/or) _____.
7. STUDY Student Information, COOKING EGGS IN THE SHELL, pp. 5-6,
(and/or) _____.
8. STUDY Student Information, SCRAMBLING EGGS, p. 6,
(and/or) _____.
9. OBSERVE as your instructor demonstrates specific techniques used in egg
cooking,
(and/or) _____.
10. COMPLETE Student Self-Check, EGG COOKERY, p. 6,
(and/or) _____.
11. WORK with your instructor to plan and carry out an FHA/HERO activity,
(and/or) _____.
12. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITIES listed on the front cover.

Student Information

SELECTING EGGS

Eggs may be substituted for meat in meal planning. They are a source of complete protein, high in vitamins, minerals, and fats, and rated with milk as a nutrient-rich food.

Sizes and grades are shown on a shield placed on the egg carton or on the tape that seals the carton. The grades are determined by standards set by the United States Department of Agriculture.



Grades of Eggs

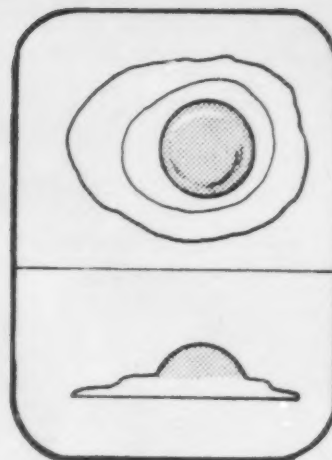
Grades of eggs are determined by candling. Candling is passing the egg in front of a strong light beam to see the quality of the white and the yolk. See the grades below:

AA - highest quality. A thick white covers a small area and stands high around a high, firm yolk.

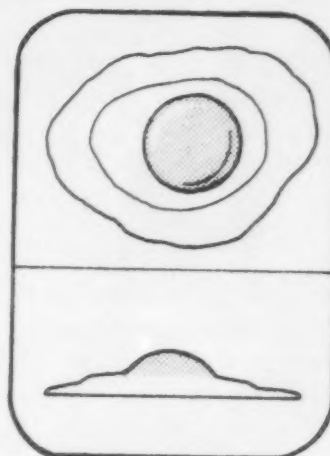
A - a thick white covers a moderate area; a thin white covers a small area. Yolk is high and firm.

B - white and yolk are thin and spread out. The yolk is easily broken.

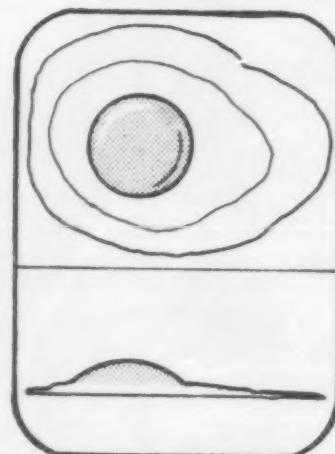
AA



A



B



Sizes of Eggs

Sizes of eggs are noted on the carton by a shield like the one on the illustration.

1. Egg size is determined by weight per dozen.
2. Sizes are (a) Jumbo, (b) Extra Large, (c) Large, (d) Medium, (e) Small, (f) Peewee.
3. Size has nothing to do with freshness, flavor, or nutritional value.
4. Size indicates the price of eggs. Larger eggs are usually more expensive, but the price is determined by the availability of the size.

Egg Buying Hints

1. Buy refrigerated eggs only. Eggs lose their quality very fast at room temperature.
2. Choose the size and grade of eggs according to how you plan to use them. Most recipes are based on medium and large eggs.
3. Open the egg carton at the store to check for broken or cracked eggs. Bacteria will grow in a cracked egg. Buy only clean, uncracked eggs.

Egg Storing Hints

1. Refrigerate eggs as soon as possible.
2. Store eggs in a covered container with the large ends up.
3. Eggs should not be washed. They have a protective coating which helps to keep them fresh. If soiled, wash just before using.
4. If you wish, check eggs for freshness at home. Put eggs in a bowl of water. A fresh egg will sink. As the egg ages, the large end will begin to come to the surface. A spoiled egg will float.

Student Self-Check**SELECTING EGGS**

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers against those suggested on p. 7.

1. Who sets the standards for the grading and sizing of eggs?
2. The price of eggs depends upon what factor?
3. When buying eggs, what factors should be considered?
4. How should eggs be stored?

Student Information**EGG COOKERY**

Eggs serve many functions in cooking. They add color, texture, and moisture. They improve the flavor of many dishes. Some of the functions they serve in cooking are to:

THICKEN custards and puddings.

LEAVEN souffles, angel and sponge cake (adds air and height).

BIND ingredients in meat loaves and baked products.

STRUCTURE cakes and popovers.

COAT fried foods so crumbs will stick.

GARNISH salads and vegetables.

PROVIDE A GLOSSY FINISH on breads and baked products.

EMULSIFY salad dressings by holding oil and vinegar together.

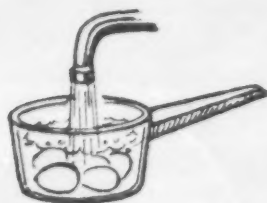
Since eggs are high in protein, two basic cooking principles are important:

1. Cook eggs in water below the boiling point at 85°C - 99°C (185°F - 210°F).
2. Cook only until done. Accurate timing is very important. Overcooking of eggs causes toughness, curdling and discoloration.

Student Information

COOKING EGGS IN THE SHELL

1. Assemble the equipment needed: saucepan and lid.
2. Use Grade AA or A eggs.
3. Place the eggs in a saucepan and cover them with cold water. Cover the saucepan with the lid.



4. Bring the water to a boil. Remove the pan from the heat. Let the eggs stand in water in the covered saucepan. This is a good method to assure proper cooking. It is also an energy-saving method.



Soft-Cooked Eggs

Soft-cooked eggs have a soft yolk with a solid and tender white.

1. Follow steps 1-4 above.
5. Let covered eggs stand for 1-4 minutes. Remove the soft-cooked egg from hot water. Cover with cold water for a few seconds.
6. Break the shell through the center and spoon out to serve.



Hard-Cooked Eggs

Hard cooked eggs have a solid and tender white and a firm yolk with no gray-green discoloration.

1. Follow steps 1-4 above.
5. Let the covered eggs stand 15-20 minutes.
6. Drain the hot water from the hard-cooked eggs. Cover immediately with cold water until eggs are cool. (Eggs should be cooled quickly so that they do not form a gray-green surface on the yolk. This discoloration is due to overcooking and is caused by the combination of the iron and sulfur of the egg. It is not harmful.)
7. Crack the hard-cooked egg by gently tapping the shell all over. Roll the egg gently between your hands.

Peel by starting at the large end of the egg. Holding under running water sometimes helps in peeling.



sides. Lift and fold the egg mixture so that the top uncooked portion flows to the bottom. Avoid over-stirring eggs for best appearance.

- c. As soon as the eggs are almost cooked throughout, remove pan and spoon the eggs onto the serving plate.

Student Information

SCRAMBLED EGGS

1. Assemble equipment:

- skillet or double boiler
- fork, egg beater or wire whisk
- small measures or measuring spoons
- custard cup
- metal spatula or pancake turner
- mixing bowl
- serving plate

2. Obtain a recipe and the ingredients needed.

3. Break the eggs one at a time into a custard cup to check freshness; then slip into a mixing bowl.

4. Add the other ingredients in the recipe to the eggs. Using a fork, egg beater or wire whisk, beat the mixture until thoroughly blended.

- a. Melt butter, margarine or other fat in a skillet or a double boiler until two or three drops of water sizzle and hop across the surface of fat.
- b. Carefully pour the eggs into the skillet or double boiler. Reduce heat to "low." Let the mixture cook without stirring until it begins to set on the bottom and

Student Self-Check

EGG COOKERY

Directions: On a separate sheet of paper, number from 1-10. Answer the following statements with a T if true and F if False. Check your answers with those on p. 7.

- _____ 1. Because of the high protein content of eggs, they must be cooked at a high temperature.
- _____ 2. Overcooking causes eggs to be tough, curdled, and discolored.
- _____ 3. Sizes and grades of eggs are set by the National Egg Council.
- _____ 4. The nutritional value of an egg is determined by its size.
- _____ 5. Hard-cooked eggs should be boiled for ten minutes.
- _____ 6. A soft-cooked egg has a soft yolk and soft white.
- _____ 7. A hard-cooked egg will have a gray-green surface on the yolk if it is overcooked.
- _____ 8. Scrambled eggs should be stirred constantly.
- _____ 9. Scrambled eggs should be cooked over low heat.
- _____ 10. Eggs should be washed before they are stored in the refrigerator.

Student Self-Check**SELECTING EGGS
ANSWERS**

1. The United States Department of Agriculture sets the standards for egg grading and sizing.
2. The price of eggs is influenced by the availability of the egg size.
3. Buy refrigerated eggs of the appropriate size and grade for the intended use of the eggs. Buy clean, unbroken eggs. Compare price of eggs according to size and grade.
4. Store eggs covered in the refrigerator with the large end up. Do not wash until you are ready to use the eggs.

Student Self-Check**EGG COOKERY
ANSWERS**

1. F
2. T
3. F
4. F
5. F
6. F
7. T
8. F
9. T
10. F

FOODS - NUTRITION

MAKING SALADS FROM FRESH FRUITS AND VEGETABLES

INTRODUCTION

Raw fruits and vegetables are an important part of your daily diet. Used in salads they are good sources of vitamins, minerals and bulk. Salads can also add variety in texture, flavor and color to a meal. Salads may be used to accompany a meal. They may also be used as a main dish, appetizer, a desert or a garnish. In this module you will learn how to prepare a salad using fresh fruits and a salad using fresh vegetables. You will also learn how to prepare an uncooked dressing for a salad.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to ingredients and equipment, make a salad using fresh fruits.
- (2) Given access to ingredients and equipment, make a salad using fresh vegetables.
- (3) Given a recipe and access to ingredients and equipment, make an uncooked salad dressing.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain recipes and make a salad using fresh fruits and/or vegetables and an uncooked salad dressing using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW slide-tape presentation F-9, "Making Salads from Fresh Fruits and Vegetables,"
(and/or) _____.
2. READ about the preparation of fruits and vegetables for salads in references provided by your instructor,
(and/or) _____.
3. STUDY Student Information, PREPARING FRESH FRUITS AND VEGETABLES FOR A SALAD, pp. 3-5,
(and/or) _____.
4. OBSERVE a demonstration on preparing raw vegetables and fruits for a salad;
(and/or) _____.
5. STUDY about uncooked salad dressings in references provided by your instructor,
(and/or) _____.
6. COMPLETE Student Self-Check, PREPARING FRUIT AND VEGETABLE SALADS AND UNCOOKED SALAD DRESSINGS, pp. 6-7.
7. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
8. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information**PREPARING FRESH FRUITS AND VEGETABLES FOR A SALAD**Hints For Preparing Fresh Fruits and Vegetables

Fruits and vegetables served raw should be prepared in such a manner that food value, particularly vitamin C, is not lost. Care should also be taken to prevent the surface of the food from changing color.

To prevent the loss of food value and color change:

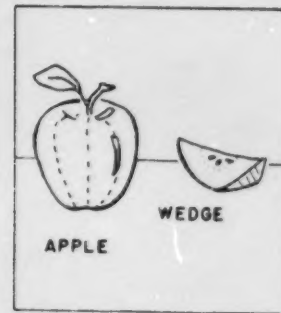
1. Leave peeling on fruits and vegetables if possible.
2. Pare the skins off fruits and vegetables as thinly as possible.
3. Prepare them immediately before serving whenever time allows.
4. Sprinkle lemon juice or other citrus juice over fruits or vegetables to prevent color change.

Terms You Should Know

There are several terms common to raw fruit and vegetable preparation for salads that you should know:

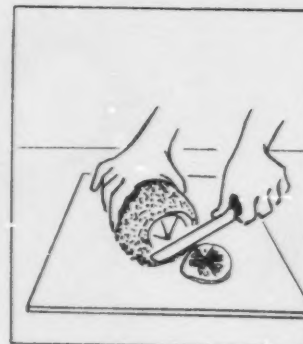
1. Pare or peel—to remove skins.
2. Cube—to cut into pieces approximately 1 cm (1/2 inch) on each side.
3. Mince—to cut into tiny irregularly shaped pieces.
4. Dice—to cut into uniformly shaped pieces about 3-6 mm (1/8-1/4 inch) square.
5. Grind—to put vegetables, nuts and other foods through a food chopper.
6. Shred—to cut into long thin strips by rubbing across a shredder.

7. Wedge—to cut into uniform pieces so that each piece goes from a wide edge to a very narrow edge.



8. Slice—to cut into thin pieces.
9. Grate—to rub across the rough side of the food grater to obtain very fine particles.
10. Core—to remove the hard center part of fruits such as apples.
11. Section—to divide citrus fruit into the wedges which are naturally formed by membranes. See steps below:

- a. Slice off both ends.

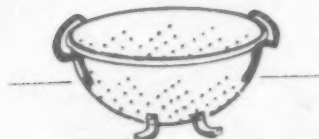


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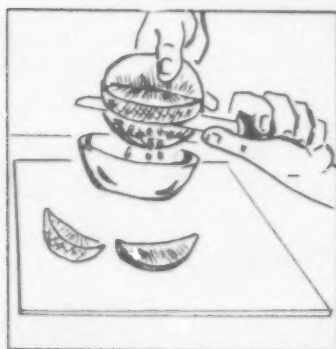
b. Cut off peeling.



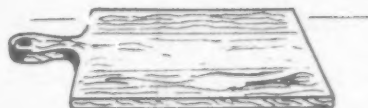
NUT CRACKER - to crack nuts



c. Separate sections from membranes with a sharp knife.



COLANDER - to drain vegetables and fruits



CUTTING BOARD - to protect table top or counter when cutting

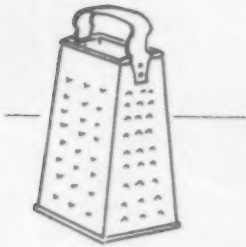
Tools Often Used in Preparing Fresh Fruits and Vegetables



PEELER (swivel blade) - to scrape and peel or pare skins off vegetables and fruits



MIXING BOWL - for combining or blending ingredients



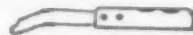
GRATER - to grate cheese, vegetables, etc., to varying degrees of fineness



CRANK-TYPE FOOD GRINDER - to grind nuts, vegetables, etc. into small pieces



KITCHEN SHEARS - to cut or chop fresh herbs, onion, etc. into pieces



GRAPEFRUIT KNIFE - to free citrus fruit sections from the whole fruit



PARING KNIFE - to pare and cut vegetables, fruits, etc.



APPLE CORER - to remove cores from fruit



MELON-BALL CUTTER - to cut melon, potatoes, butter, etc. in ball shapes



FRENCH OR CHEF'S KNIFE - to mince (cut into small pieces) and cut nuts, celery, onion, etc.



VEGETABLE BRUSH - to wash vegetables

Student Self-Check

PREPARING FRUIT AND VEGETABLE
SALADS AND UNCOOKED SALAD
DRESSING

A. Directions: On a separate sheet of paper, number from 1-8. Write the word or phrase which best completes the statement. Check your answers with those suggested on p. 8.

1. Remove the _____ of the head of lettuce before washing it.
2. Store lettuce in a covered container or _____.
3. To prevent bruising of salad greens, _____ rather than cut.
4. The three parts of a salad are _____, _____ and _____.
5. An ingredient often used for the base of a salad is _____.
6. The three basic kinds of salad dressings are _____, _____, and _____.
7. _____ is an uncooked salad dressing.
8. Salad dressings should be stored in the _____.
8. Directions: On your paper number from 1-5. From each pair of terms listed, choose the correct term which describes a desirable condition of salad ingredients. Check your answers with those on p. 8.

1. Room temperature or cold
2. Damp or dry
3. Crisp or wilted
4. Clean or unwashed
5. Aged or fresh

C. Directions: On a separate sheet of paper, number from 1-10. Match the statements in the principle list with as many reasons as apply. Choose the best answer(s) and record the letter(s) by the number. Check your answers with those on p. 8.

Principle

- _____ 1. Add dressing just before serving the salad.
- _____ 2. Store fruits and vegetables in the covered vegetable compartment of the refrigerator.
- _____ 3. Use fresh fruits and vegetables soon after purchase.
- _____ 4. Cut ingredients in bite-sized pieces.
- _____ 5. Use well-drained ingredients.
- _____ 6. Use strong flavored ingredients in small amounts.
- _____ 7. Do not overcrowd the salad plate.
- _____ 8. Handle ingredients carefully.
- _____ 9. Drain all washed vegetables well before storing.
- _____ 10. Add an acid such as lemon juice or other citrus fruit juice.

See next page for reasons.

Reason

- a. This helps make a tastier salad.
- b. This helps retain the identity of the ingredients.
- c. This helps protect freshness.
- d. This helps avoid spoilage by excess water.
- e. This will make a simple attractive arrangement.
- f. This will prevent an unattractive watery appearance.
- g. This will prevent a loss of nutrients.
- h. This will prevent wilting and loss of crispness.
- i. This will avoid bruising ingredients.
- j. This makes eating easier.
- k. This will prevent a change in color.

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Student Self-Check**PREPARING FRUIT AND VEGETABLE
SALADS AND UNCOOKED SALAD
DRESSING**

- A. 1. Core
2. Plastic bag
3. Tear
5. Base, body, dressing
5. Lettuce or other salad greens
6. French, Mayonnaise, and cooked
7. French or mayonnaise
8. Refrigerator

- B. 1. Cold
2. Dry
3. Crisp
4. Clean
5. Fresh

- C. 1. h
2. c
3. g
4. b, j
5. f
6. a
7. e
8. i
9. d
10. k

FOODS - NUTRITION

SIMMERING VEGETABLES AND FRUITS

INTRODUCTION

Simmering is a method of cooking in a liquid which is heated to just below the boiling point--85-99°C (185°-210°F). Cooking vegetables and fruits at this temperature prevents loss of nutrients. It also helps the vegetables and fruits retain their shape. In this module, you will learn how to prepare fresh and frozen vegetables and fruits by simmering and braising.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to ingredients and equipment, simmer frozen vegetables and fruits.
- (2) Given access to ingredients and equipment, simmer vegetables and fruits.
- (3) Given access to ingredients and equipment, braise vegetables and fruits.

CHECK-OUT ACTIVITIES

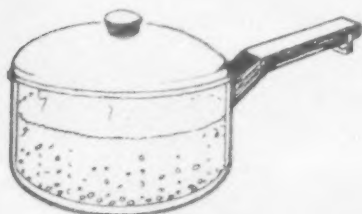
You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Simmer and/or braise a fresh and/or frozen vegetable and/or fruit using the equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW slide-tape presentation, F-10, "Simmering Vegetables and Fruits,"
(and/or) _____.
2. READ about cooking vegetables and fruits in a reference provided by your instructor,
(and/or) _____.
3. READ Student Information, SIMMERING BASICS, pp. 3-4,
(and/or) _____.
4. OBSERVE a teacher demonstration of simmering vegetables or fruits,
(and/or) _____.
5. COMPLETE Student Self-Check, SIMMERING BASICS, p. 4.
6. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
7. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information**SIMMERING BASICS****Simmering Fresh Fruits and Vegetables**

1. Gather necessary supplies:
 - vegetables or fruits
 - vegetable brush
 - sharp knife
 - covered saucepan
 - fork or spoon
 - seasonings needed: salt, pepper, sugar, etc.
2. Wash vegetables or fruits; remove stems, cores, and spots with a sharp knife. Peel if necessary.
3. Leave vegetables or fruits whole, or cut them in halves or quarters.
4. Bring water in a pan to a fast boil, using a small amount of water--about 2.5 cm (1 inch).
5. Put vegetables or fruits in water and add seasonings.
6. Cover and bring water to simmer just below the boiling point, i.e., 85°-99°C (185°-210°F). Covering helps retain nutrients and speeds up cooking time.



7. Cook until tender but not mushy.
8. Season with butter or margarine, salt and/or pepper, or sauce.
9. Serve with liquid if possible. (The liquid contains nutrients).

Braising Fresh Fruits and Vegetables

When braising, slightly brown the fruits and vegetables in a small amount of hot fat. Then simmer in a small amount of water.

Simmering Canned Vegetables

1. Open can of vegetables and drain the liquid into a saucepan.
2. Boil liquid until reduced in half.
3. Then add the vegetables and cover; cook to simmering.
4. Season and serve in the cooking liquid if possible.

Simmering Frozen Fruits and Vegetables

Frozen vegetables and fruits should be kept frozen until time for cooking. Once they thaw, harmful bacteria may begin to form. And once thawed, they must not be refrozen. Refreezing causes rapid breakdown of color, texture, flavor, and nutrients.

Less water is needed to simmer frozen fruits and vegetables than fresh ones. This is because frozen foods already contain water. Simmer frozen fruits and/or vegetables using one of the following methods:

1. Covered Saucepan:
 - a. Place 1 cm (1/2 inch) of water in a saucepan and bring to a boil.
 - b. Put UNTHAWED vegetable or fruit into the boiling water; cover.
 - c. Bring back to a boil; reduce heat to simmering.
 - d. Separate food with a spoon or fork as it thaws.
 - e. Cook until tender but not mushy.
 - f. Season as desired.
 - g. Serve with the liquid (which contains nutrients), if possible.

2. Oven Method:

- Place UNTHAWED vegetables or fruits in a baking dish with a small amount of water.
- Add seasonings if desired.
- Cover and bake in a moderate oven until tender.

3. Frozen Convenience Cooking Bags:

Follow directions given on the package. This usually involves dropping the unopened packet into boiling water for the specified time.

4. Simmering is done at about what temperature?

- 50°C (122°F)
- 95°C (203°F)
- 200°C (392°F)

B. Directions: On a separate sheet of paper, write only the numbers of the statements listed below that are TRUE. Check your answers with those provided on p. 5.

- You should thaw fruits and vegetables before cooking.
- Use less water for frozen food preparation than for fresh foods.
- Gently separate food with a fork as it thaws.
- Oven-simmered vegetables and fruits are cooked in an uncovered baking dish.
- Foods should not be thawed and refrozen.
- Serve the foods with the liquid they were cooked in to save the valuable nutrients.

Student Self-Check

SIMMERING BASICS

A. Directions: On a separate sheet of paper, number from 1-4. Choose the best answer or answers for each multiple choice question listed below. Check your answers with those provided on p. 5.

- Use a covered pan when cooking vegetables to:
 - keep kitchen cooler.
 - cook them faster.
 - keep nutrients from escaping.
- Which is NOT a characteristic of properly simmered vegetables?
 - tender
 - crisp
 - soft
- Simmering is cooking just _____ the boiling point.
 - below
 - at
 - above

Student Self-Check

SIMMERING BASICS
ANSWERS

- A. 1. a, b, c
 2. c
 3. a
 4. b
- B. 2.
 3.
 5.
 6.

FOODS - NUTRITION

PLANNING AND SERVING FAMILY MEALS

INTRODUCTION

Planning meals for a family is a challenge that can be creative and fun. There are many factors to keep in mind. The food should be attractive and liked by the family members. The food should contain nutrients necessary for the body to build new and repair old tissue. Consideration must also be given to the limits of time, budget, and equipment for preparing and serving each meal.

In this module you will learn how to plan family meals, make grocery lists, plan food expenses, plan time schedules for meal preparation, set the table for a meal and serve an informal meal.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a family situation and access to newspaper food sections and advertisements, plan meals for a specified period of time.
- (2) Given menus, recipes, number of people to be served, and access to available foods and household supplies on hand, make a grocery list.
- (3) Given a specific number of people and a meal plan including a menu and recipes, plan a time schedule for meal preparation.
- (4) Given the number of diners, access to the necessary supplies, and a reference book for table setting, set a table for a meal.
- (5) Given a dining situation and access to the foods and necessary equipment, serve an informal meal.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain directions from your instructor and plan family meals, make a grocery list, plan food expenses, plan meal preparation time schedule, set a table for a meal, and serve an informal meal. Use the ingredients and equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

LEARNING ACTIVITIES

1. READ and STUDY about food choices and meal planning in references provided by your instructor. COMPLETE Student Information, FOOD CHOICES AND MEAL PLANNING, p. 3,
(and/or) _____.
2. STUDY Student Information, PLANNING FAMILY MEALS, pp. 3-4,
(and/or) _____.
3. MAKE OUT menus for your family for one week using a meal pattern described in your reading in Learning Activity 1. SHOW them to your instructor,
(and/or) _____.
4. COMPLETE Student Self-Check, MEAL PLANNING, p. 4.
5. READ and STUDY about time schedules for meal preparation in references provided by your instructor,
(and/or) _____.
6. COMPLETE Student Self-Check, PLANNING A TIME SCHEDULE, p. 4.
7. READ and STUDY about setting the table in references provided by your instructor,
(and/or) _____.
8. PRACTICE setting the table for informal meals using menus found in Student Information, SETTING THE TABLE, p. 5. USE supplies found in the foods laboratory,
(and/or) _____.
9. COMPLETE Student Self-Check, TABLE SETTING, p. 5.
10. STUDY Student Information, SERVING INFORMAL MEALS, pp. 5-6,
(and/or) _____.
11. COMPLETE Student Self-Check, SERVING INFORMAL MEALS, p. 7.
12. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
13. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information

FOOD CHOICES AND MEAL PLANNING

Directions: Read about food choices and meal planning in references suggested by your instructor. Then answer the following questions on a separate sheet of paper. You may use the references to find the correct answers. Check your answers against those provided by your instructor. You will use the information for other activities in this module.

1. List the basic food groups and the suggested number of servings per day for teenagers and for adults.
2. What is a meal pattern?
3. List factors to consider in meal planning and briefly explain each.

Student Information

PLANNING FAMILY MEALS

Feeding a family involves a lot of time, money, and effort. To use these three resources to best advantage, you must plan ahead. Some homemakers plan the menus for a week; others plan for a month ahead.

The homemaker who plans ahead is able to:

- Plan for the family's nutritional needs.
- Consider the likes and dislikes of various family members.
- Make the meals varied and attractive.
- Save time and effort in buying, preparing, and serving meals.
- Save money.
- Be more relaxed about the duties of feeding the family.

Planning Menus

1. Determine the meals to be served for a given time period:

- breakfasts
- lunches
- dinner

2. Determine the number of persons to be served.
3. Determine the amount of money budgeted.
4. Check the refrigerator for leftovers that can be used in the meals.
5. Check the pantry or cabinets, refrigerator, and freezer for supplies on hand.
6. Consider the likes and dislikes of family members.
7. Look through the newspaper for any "specials" advertised.
8. Consider the foods in season.
9. Plan the menus according to basic meal patterns and the following points:

--Keeping in mind the food requirements of different family members and/or guests, select food from each of Basic Four food groups.

--Use a variety of colors for eye appeal and to avoid monotony.

--Combine strongly flavored and bland foods in the same meal, but avoid repeating flavors.

--Include a variety of texture, i.e., crisp, chewy, hard, soft.

--Use a variety of shapes and sizes of food to avoid monotony.

--Include hot and cold food.

--Use more than one method of food preparation, for example baked, broiled, buttered, fried.

--Consider the availability of time, equipment, appliances, serving ~~appliance~~ ^{appliances}, and help in preparing and serving the meal.

- Keeping in mind the type of meals being served, determine the main dish for each menu.
 - Select the appetizer, accompaniments, vegetables, salads, dessert, bread, and/or beverage to complement the main dish.
10. On some days family activities keep families from eating at the same time. Plan the menu to include foods that can be easily reheated.
 11. Select recipes that can be prepared at different times. Do not choose all recipes that must be prepared at the last hour or minute. Be sure foods to be baked at the same time do not require different oven temperatures.
 12. Make a grocery list for the meals. The following steps are helpful:
 - a. Double check to see what you already have on hand in the refrigerator, freezer, or pantry.
 - b. In making your grocery list, list similar items together as they will probably be located in the grocery (all canned foods, all fresh foods and vegetables, etc.)
 - c. Take this list to the grocery with you. Check for unadvertised specials that might be substituted for items on your list.
 13. Plan a work-and-time schedule for food preparation for each meal.

Student Self-Check

MEAL PLANNING

Directions: On a separate sheet of paper number from 1-10. Then answer the following questions. Check your answers with those on p. 8.

1. Each meal should have variety in _____, _____, _____, _____, and _____.
2. When planning meals, keep within your _____.
3. When planning meals, check _____ and _____ for foods on hand.
4. Before going to the market, make a _____ of things needed.
5. Name the basic food groups.
6. A teenager needs _____ servings from the milk group each day.
7. The average person needs _____ servings from the bread-cereal group each day.
8. The average person needs _____ servings from the vegetable-fruit group each day.
9. The average person needs _____ servings from the meat group each day.
10. Plan a _____ for food preparation for each meal.

Student Self-Check

PLANNING A TIME SCHEDULE

Directions: On a separate sheet of paper, complete the following statements. Check your answers with those on p. 8.

1. Time management requires good _____.
2. The time for meal preparation can be divided into four time zones. They are:
 - a.
 - b.
 - c.
 - d.
3. Until you are accomplished at meal planning, you should prepare a _____.

Student Information**SETTING THE TABLE**

Directions: Set the table for informal service for each of the following menus. Have your teacher check your place settings. Use the table and serving equipment found in the foods laboratory.

ROAST CHICKEN
MILK GRAVY
BAKED POTATO PEAS AND CARROTS
ROMAINE LETTUCE SALAD
PINEAPPLE UPSIDE-DOWN CAKE
MILK COFFEE TEA

BAKED PORK CHOP
CANDIED YAMS BUTTERED GREEN BEANS
TOSSED GREEN SALAD
HOT ROLLS MARGARINE
BAKED APPLE WITH CREAM
MILK COFFEE

CANTALOUPE SLICES
BARBECUED STEAKS
CORN-ON-THE-COB BAKED POTATO
TOSSED SALAD
HARD ROLLS
PEANUT BUTTER COOKIES
MILK COFFEE

TOASTED CHEESE SANDWICHES
CELERY OLIVES CARROT STRIPS
BAKED APPLES
LEMONADE

GRAPEFRUIT JUICE
SCRAMBLED EGGS
READY-TO-EAT CEREAL WITH MILK
CINNAMON TOAST
MILK

FRIED CHICKEN
MASHED POTATOES BUTTERED PEAS
CELERY CARROT STICKS OLIVES
BISCUITS
APPLE PIE
COFFEE TEA

Student Self-Check**TABLE SETTING**

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those on p. 8.

1. Dishes, glasses, and flatware are called _____ as a group.
2. The amount of space one person needs for flatware and dishes is called a _____.
3. Table cloths, placemats, and napkins are referred to as _____.
4. _____ includes forks, spoons, knives, and serving utensils.
5. A decoration used at mealtime is called a _____.
6. Draw a place setting for each of the following menus:

a. CHICKEN FRIED STEAK
MASHED POTATOES GRAVY
TOSSED SALAD
ROLLS BUTTER
ICE TEA

b. HAMBURGER
FRENCH FRIES
LETTUCE TOMATO
MILK

Student Information**SERVING INFORMAL MEALS**

The degree of formality or informality in table service depends on the family situation and traditions. When using the informal type of service, family members perform all the duties connected with serving the meals. To serve an informal meal, use the suggestions for meal service provided on the following page.

1. Assemble the necessary items needed for serving the meal:
 - foods
 - beverages
 - pitcher and coffee server
 - serving dishes and pieces
 - dessert plates and flatware
 - drip napkin
2. Using one of the following methods of meal service, serve the main course:
 - Family or Country Style Service
 - a. Place the foods in the serving dishes.
 - b. Set the serving dishes and serving pieces for the main course on the table.
 - c. In the kitchen or at a side table, fill the beverage glasses or cups with the cold or hot beverages.
 - d. Approaching the diner on his or her right side, place the beverage glass or cup in the appropriate place on the place setting with the right hand. Hold the glass by the lower part, or hold the cup and saucer by the saucer. See that your fingers do not touch the top or the inside of the glass or cup.
 - e. After the beverages are served, start the serving dishes around the table in the same direction.
 - Apartment or Blue Plate Style Service
 - a. Fill the dinner plates in the kitchen.
 - b. Set the filled dinner plates on each place setting before announcing the meal.
 - c. In the kitchen or at a side table, fill the beverage glass or cup with the cold or hot beverage.
 - d. Serve the beverage according to d. under Family Style Service.
3. After the main course, remove the dinner plates, any flatware that will not be needed for dessert, and serving dishes.
4. Place the serving of dessert in each dessert place.
5. The dessert flatware may be placed in one of several ways:
 - at the right on the place setting;
 - on the dessert plate when serving the dessert;
 - above the plate, parallel to the edge of the table before the meal;
 - before the meal, placed next to the left side of the plate if a fork; or
 - if a spoon, placed to the right of the knife before the meal.
6. When serving dessert, carry a plate in each hand. Serve the dessert in the left hand to a diner from his or her left side. Transfer the other plate to the left hand and serve the next diner also from his or her left side.
7. Proceed until all the persons eating the meal have been served.
8. Refill the beverage from the right. With the pitcher or coffee server in the right hand, pour the beverage into the glass or cup without picking it up. With left hand, gently place drip napkin to the serving spout or lip to absorb drips.

Student Self-Check**SERVING INFORMAL MEALS**

Directions: Answer the following fill-in-the-blank statements on a separate sheet of paper. Check your answers with those on p. 8.

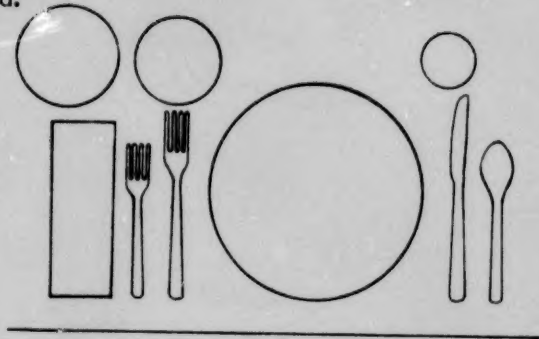
1. The way in which food is served at the table is called the _____.
2. Two types of informal meal service are: _____ and _____.
3. A cloth used to absorb moisture or drips when pouring water or beverage is called a _____.
4. Beverage glasses should be placed with the server's _____ hand and also refilled from the diner's _____ side.
5. Dessert should be served from the diners' _____.

Student Self-Check**MEAL PLANNING
ANSWERS**

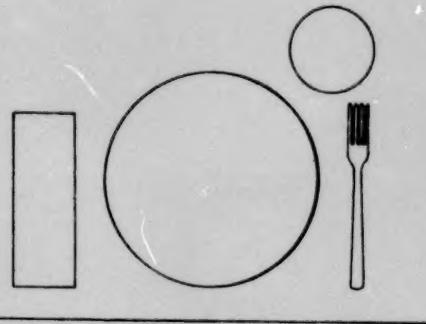
1. Texture, flavor, color, temperature, shape, and sizes of food
2. Budget
3. The pantry, the refrigerator and freezer
4. Grocery list
5. Milk group, vegetable-fruit group, meat group, and the bread-cereal group
6. Four or more
7. Four or more
8. Four or more
9. Two
10. Work-and-time schedule

6.

a.



b.

**Student Self-Check****PLANNING A TIME SCHEDULE
ANSWERS**

1. Planning
2.
 - a. Foods to prepare in advance
 - b. Foods that require an hour or longer
 - c. Foods that require less than an hour
 - d. Last-minute preparation
3. Written schedule

Student Self-Check**SERVING INFORMAL MEALS
ANSWERS**

1. Meal service
2. Family or country style and apartment or blue plate style
3. Drip napkin
4. Right, right
5. Left

Student Self-Check**TABLE SETTING
ANSWERS**

1. Tableware
2. Cover
3. Table linens
4. Flatware
5. Centerpiece

FOODS - NUTRITION

SELECTING AND STORING FOODS

INTRODUCTION

Food is one of the largest expenditures made regularly by the family. To get the most from each food dollar, the buyer must know how to shop wisely. The wise shopper must also know how to store the food to preserve nutrients and quality.

In this module you will learn how to select and store breads and cereals, canned foods, convenience foods, dairy products, frozen foods, packaged foods, prepared desserts, and spices and other seasonings.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store bread and cereals.
- (2) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store canned foods for the group.
- (3) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store convenience foods.
- (4) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store dairy products.
- (5) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store frozen food.
- (6) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store packaged foods.
- (7) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store prepared desserts for the group.

- (8) Given a market order indicating consumer preference, a food budget, and access to a grocery store and money, select and store spices and other seasonings.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Select and store bread and cereals, canned foods, dairy products, frozen food, packaged foods, prepared desserts and spices and other seasonings. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. STUDY about food fads in a reference provided by your instructor,
(and/or) _____.
2. STUDY about breads and cereals in a reference provided by your instructor,
(and/or) _____.
3. COMPLETE Student Self-Check, BREADS AND CEREALS, pp. 4-10.
4. STUDY about buying and storing prepared, convenience, canned, frozen and packaged foods in references provided by your instructor or READ Student Information, BUYING AND STORING CONVENIENCE CANNED, FROZEN AND PACKAGED FOODS, pp. 4-10.
5. COMPLETE Student Self-Check, CONVENIENCE AND PACKAGED FOODS, p. 11.
6. STUDY about dairy products (milk, cheese and eggs) in references provided by your instructor,
(and/or) _____.
7. COMPLETE Student Self-Check, DAIRY PRODUCTS, p. 11.
8. REVIEW Student Information, GUIDELINES FOR SELECTING FOOD, p. 11.
(and/or) _____.
9. VIEW slide-tape presentation, F-15, "Selecting and Storing Foods,"
(and/or) _____.
10. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
11. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES on the front of this module.

Student Self-Check**BREAD AND CEREALS**

Directions: On a separate sheet of paper, answer the following questions about cereal, bread and pasta, which are all grain products. Check your answers with those on p. 13.

1. There are three parts to each cereal grain. They are the:
 - a. bran
 - b. sprout
 - c. endosperm
 - d. leaf
 - e. germ
2. When grain is refined, the _____ and _____ are removed from the grain.
3. What important nutrients are removed from grain products that are refined?
 - a.
 - b.
 - c.
4. Replacing the nutrients lost in processing grain is called _____.
5. In buying breads and cereals, it is usually more nutritious to buy:
 - a. whole grain
 - b. refined
 - c. enriched
6. White bread is made from _____ flour. This means it provides the _____ nutrients for the money spent.
7. Where can you look on the product package to compare nutritional quality of different products?
8. Store grain products in a _____, _____ place.

Student Information**BUYING AND STORING CONVENIENCE, CANNED, FROZEN AND PACKAGED FOOD**

Convenience foods are those which have been processed or have had some preparation completed before you buy them. It may mean that part of the cooking has already been done as in brown-and-serve rolls. It may mean that all of the preparation and cooking has been done, such as in cakes or pies from the bakery. Or it may mean a package of ingredients which have been premeasured so that all you have to do is mix with one or two additional ingredients--such as a cake mix.

Convenience foods are usually developed to save more time than money.

They generally require less time and energy to prepare than the raw food or being made from "scratch." Convenience foods are usually more expensive. The taste, quality and nutritive value may also be different than those made entirely at home. However, they are not necessarily less desirable than the homemade product.

Choosing Convenience Foods

When shopping for food, always check packages to make sure the food is well protected and undamaged. Never buy a package which is dirty, torn or damaged. Make sure all packages have clear labels and an expiration date which has not passed. Never buy cans which are dented or bulging. Always check frozen food to make sure it is still frozen and has not been thawed and frozen again.

Storing Convenience Foods

After purchasing foods, get them to their proper storage place as soon as possible. Foods are usually stored in a freezer, refrigerator or a cool, dry cabinet or other storage area. Make sure packages are tight to keep out dirt, dust, insects

and other pests. Store at the temperature suggested on the package to prevent the growth of molds, fungi and other microorganisms. When storing frozen foods, make sure all packages are marked clearly with name of food, amount and the date.

The following chart illustrates some of the more popular convenience foods, their advantages, disadvantages, storage procedures and things to look for when shopping.

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Food	Forms of Convenience	Advantages	Disadvantages	Storage
Fruits & Vegetables	Canned	-Usually no peeling, -Cheaper than fresh	-Taste slightly changed -Sugar may be added	-Cool, dry place -After opening, keep covered in refrigerator
	Frozen	-No peeling -Long storage in freezer	-Usually more expensive than canned	-Freezer until ready to be used -Do not refreeze if thawed
	Dried	-Long shelf life -Select soft, pliable fruit	-High in calories	-Cool dry place in sealed carton or bag -Must be refrigerated after cooking
	Juices	-Cheaper and easier to prepare than juice made from fresh vegetables	-Taste slightly altered -Sugar may be added	-Canned in cool, dry place -Frozen in freezer -After opening canned or frozen, keep in the refrigerator
Grains	Instant	-Only have to add hot water usually -Long shelf life	-Tastes and textures sometimes different -Expensive	-Closed, airtight container -Cool, dry place
	Quick Cooking	-Taste more like regular -Quick to prepare	-Takes longer than instant -Will attract bugs if kept too long	-Closed, airtight container -Cool, dry place
	Ready-to-eat	-Ready for the table -Children can help themselves -Allows for variety	-Sometimes sugar content is very high -Sometimes high in calories	-Cool dry place -Close packages tightly between uses or transfer to plastic containers

Food	Forms of Convenience	Advantages	Disadvantages	Storage
Milk	Bottled or carton	-Taste is good	-Lasts only a few days when stored in refrigerator	-Refrigerator
	Non-fat dried milk solids	-Easily stored -Keeps a long time	-Taste slightly different than regular milk	-Cool, dry place before mixing -Requires refrigeration after adding water
	Canned Evaporated Condensed	-Easily stored -Keeps a long time	-Taste different from fresh milk -Very high sugar content	-Cool dry place before opening -Refrigeration after opening
Cheese	Sliced, grated, shredded, cubed, pressurized cans, spreads, dips, balls rolled in nuts, canned (soups), cheese foods	-Ready to serve or add to recipes -Tastes usually desirable	-Higher in cost than regular cheese -High in fat content -Will mold if not used by expiration date	-Lightly covered or wrapped -Requires refrigeration
Eggs	Frozen egg substitutes	-Low in fat and cholesterol	-Taste not quite the same as eggs	Frozen
	Dried		-Not available except as ingredients in mixes	Cool, dry place
Meats, Poultry & Seafood	Cold cuts	-Ready to serve, -Long life in refrigerator	-High in fat usually -High in additives usually	-Requires refrigeration

Food	Forms of Convenience	Advantages	Disadvantages	Storage
	Canned	-Usually good taste -Long shelf life	-Made from lower grades of meat -Sometimes have lots of additives	-Cool dry place -May require refrigeration (if package indicates)
	Frozen	-Quick to serve -Convenient for one person	-More expensive per serving -Often has lots of breading and gravies	-Freezer
Salad Dressings, Spreads & Condiments	Cans, jars, bottles	-Long shelf life before and after opening -Adds to taste of dishes	-Usually high in calories -Usually high in sugar	-Cool, dry place before opening -Requires refrigeration after opening
Baked Goods	Quick Breads			
	Mixes	-Mixes have long shelf life	-High in calories -Expensive -Need to add some additional ingredients to mixes	-Cool, dry place
	Baked	-Baked goods are ready to serve		-In tightly closed containers or frozen for long storage
	Yeast Breads	-Presliced -Saves time	-Usually more expensive than home baked	-Covered container -Refrigeration will retard mold -Freeze for long storage
	Cakes (mixes, frozen, bakery)	-Convenient -Variety -Quick	-High in calories -May have chemical additives	-Mixes: in cool dry place -Frozen: in freezer until time to use -Baked: airtight container

Food	Forms of Convenience	Advantages	Disadvantages	Storage
	Cookies (mixes, frozen, bakery)	-Convenient -Variety -Quick	-High in calories	-Mixes: in cool, dry place -Frozen: in freezer until time to use -Baked: airtight container
	Pies			
	Whole	-May buy already cooked	-High in calories	-Requires refrigeration
	Fillings	-Fruit ready to pour into shell -Puddings ready to pour	-High in calories	-Cool, dry place
	Crusts (frozen, packaged mix, & pastry sticks)	-Ready to use -Premixed	-High in calories	-Frozen: in freezer until ready to use -Pastry sticks & packaged mix: cool, dry place
Beverages	Instant	-Ready to add to water	-Usually no nutrients unless added	-Cool, dry place
	Fruit powders	-Ready to add to water	-Some may need sugar -High in calories	-Cool, dry place before adding water -Requires refrigeration after adding water
	Bottled	-Ready to serve -Popular	-High in calories -No nutritive value	-Cool, dry place
Fats & Oils	Liquids	-Easy to measure -Needs no refrigeration	-High in calories; some high in cholesterol	-Cool, dry place

Food	Forms of Convenience	Advantages	Disadvantages	Storage
Butter and Margarine	Sticks	-Ready to serve -Marked in measures	-High in calories	-Refrigerate
	Whipped	-Ready to serve and soft	-High in calories and expensive	-Refrigerate
	Liquid	-Good for pancakes, etc.	-High in calories and expensive	-Refrigerate
Spices and Herbs	Dried or powdered	-Ready to use	-Lose some of their strength after a while	-Cool, dry place

Student Self-Check**CONVENIENCE AND PACKAGED FOODS**

Directions: On a separate sheet of paper, complete the following exercise. Check your answers with those on p. 13. More than one answer may be correct in the multiple choice questions.

1. Do not buy packages which:
 - a. are dirty.
 - b. are damaged.
 - c. are partially thawed.
 - d. are missing labels.
 - e. have an old expiration date.
2. Canned foods should be stored:
 - a. in a very warm place.
 - b. in a very cool place.
 - c. in a dry place.
 - d. in the refrigerator after opening.
3. When buying dried fruit:
 - a. look for good color.
 - b. select hard fruit.
 - c. select soft, pliable fruit.
4. List three reasons to store food properly:
 - a.
 - b.
 - c.
5. Most convenience foods save more _____ than _____.
6. The three types of storage are:
 - a.
 - b.
 - c.
7. When freezing foods, always mark with appropriate information:
 - a.
 - b.
 - c.
8. Coffee, tea, cocoa and chocolate are best stored in _____ containers.

Student Self-Check**DAIRY PRODUCTS**

Directions: On a separate sheet of paper, complete the following exercise. The following statements about dairy products are false. Rewrite each statement to make it true. Check your answers with those on p. 13.

1. "Pasteurized" and "homogenized" refer to heat treatment of milk in order to kill harmful bacteria.
2. The fat content of whole milk and skim milk is the same.
3. Milk freezes well. Purchase it in quantity when on sale.
4. Grade A milk is the freshest on the shelf.
5. Butter and margarine are the same product.
6. Natural cheese means that the cheese has a neutral color.
7. Ice cream will keep for a long time if the temperature is kept above -18°C (0°F).
8. Grade AA eggs are the largest that can be bought.
9. Cracked eggs are cheap and a good buy if the shell isn't completely broken.
10. Brown-shelled eggs are "country eggs" and have more vitamins than white-shelled eggs.

Student Information**GUIDELINES FOR SELECTING FOOD**

A good consumer will try to get the most value for the money spent. To be a good consumer you must think and plan ahead. Save money when shopping for food by using the following tips:

- Shop at day-old bread stores (when freshness is not a factor).
- Shop at "no-frill" grocery stores.
- Shop when you're not hungry (to avoid impulse buying).
- Take advantage of coupons.
- Take advantage of sales.
- Take advantage of specials.
- Make a list and sticking to it.
- Shop the seasonal specials.
- Shop when the shelves are well stocked with a good selection.

When selecting foods, a good consumer will:

1. Determine the priorities and needs of the people to be served.
2. Determine the quantity of the items to be purchased. The quantity should be based on expected use before the next shopping period and/or on the storage facilities.
3. Read product labels and determine which product best meets the requirements.
4. Check packages for the latest expiration date and determine if the product will be used before it loses quality.
5. Check storage facilities of the store to make sure that products have been stored at the correct temperature and humidity.
6. Compare products for the best price per unit.
7. Check the contents for those which might cause allergic reactions to particular family members.
8. Check packages for damage and choose only those with no dents, torn places, etc.
9. Make selections based on cost per serving.

Student Self-Check**BREADS AND CEREALS
ANSWERS**

1. a, c, e
2. the bran and the germ
3. some proteins, vitamins, minerals, and cellulose
4. enriching
5. a whole grain unless more nutrients are added to enrich than were taken out during the refining process
6. refined, east
7. On the label under the United States Recommended Daily Allowances (USRDA)
8. cool, dry

Student Self-Check**CONVENIENCE AND PACKAGED FOODS
ANSWERS**

1. a, b, c, d, e
2. b, c, d
3. a, c
4.
 - a. to keep it dry or moist
 - b. to keep out dirt, dust, insects and other pests
 - c. to protect from heat, light and moisture
 - d. to prevent mold and fungi from growing
5. time than money
6.
 - a. dry
 - b. refrigerator
 - c. freezer

7.
 - a. name of food
 - b. portion of food
 - c. date packaged

8. airtight

Student Self-Check**DAIRY PRODUCTS
ANSWERS**

1. Pasteurized refers to heat treatment of milk in order to kill harmful bacteria.
2. Whole milk contains 3.5% milkfat. Skim milk contains 0.5 to 2% milkfat.
3. Milk cannot be kept for long periods of time and must be kept cold but not frozen.
4. The grade of milk refers to its degree of sanitation or bacterial count.
5. Butter is made from milk fat. Margarine is made from vegetable oil.
6. Natural cheese means the cheese is aged in the presence of bacteria, yeast, or enzymes.
7. Ice cream will keep about one week at or below -18°C (0°F).
8. Grade AA eggs are the highest quality that can be bought.
9. Cracked eggs may be contaminated. Do not buy.
10. The color of the egg shell has no influence on the nutritive quality.

FOODS - NUTRITION

COOKING PASTA

INTRODUCTION

Pasta is the Italian word for the dough from which macaroni, spaghetti and noodles are made. There are over 150 different shapes and sizes of pasta. They are popular foods and appeal to children as well as adults. Pasta products are a good source of carbohydrates and B-vitamins which are needed in our diets every day. These products combine well with small amounts of meat, fish, poultry, cheese, and eggs to make nutritious, satisfying, and low-cost main dishes. In this module you will learn how to cook pasta such as spaghetti, macaroni, or noodles.

Complete those learning activities which will help you accomplish the task of the objective.

OBJECTIVE

Given a pasta with the instructions for preparation and access to necessary ingredients and equipment, cook the pasta.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and cook pasta using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ Student Information, KINDS OF PASTA, p. 3,
(and/or) _____.
2. VIEW a slide-tape presentation, F-17, "Cooking Pasta,"
(and/or) _____.
3. READ and STUDY about pasta and cooking pasta products in references provided
by your instructor,
(and/or) _____.
4. READ and STUDY Student Information, RULES FOR COOKING PASTA, pp. 3-4,
(and/or) _____.
5. COMPLETE Student Self-Check, PASTA KNOW-HOW, p. 4.
6. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
7. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITIES listed on the front cover.

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Student Information

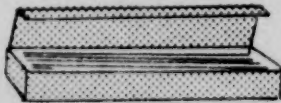
KINDS OF PASTA

Pasta includes macaroni, spaghetti, and noodles. Pasta is available in more than 150 different shapes. However, these can be divided into four basic kinds:

1. Hollow pasta can be long or short and is hollow on the inside. Hollow pasta which is flat and curved includes long, thin macaroni and elbow macaroni. Large, hollow pasta can be stuffed after cooking and baked in a sauce. An example is manicotti.



2. Long, thin pasta, such as vermicelli and spaghetti, is not hollow inside.



3. Flat pasta includes noodles, lasagne, and linguini. It is ribbon-like and comes in different widths and lengths.



4. Decorative pasta comes in a variety of shapes, such as shells, alphabets, wheels, and twists. Larger shells can be stuffed after cooking and baked in a sauce.



Student Information

RULES FOR COOKING PASTA

For best results, use the following procedure for cooking pasta.

1. Assemble equipment and ingredients:
 - Large saucepan
 - Colander or large sieve
 - Wooden spoon or long fork
 - Pasta
 - Cooking oil
 - Water
 - Salt
 - Measuring utensils
2. In a large saucepan, heat water to a boil. Use 1.9 L (2 qts.) water for every 227 g (8 oz.) of pasta.
3. Add 15 ml (1 tbsp.) salt and 30 ml (2 tbsp.) cooking oil to prevent pasta from sticking together.
4. Add pasta slowly so that boiling does not stop.
5. Cook uncovered, stirring occasionally and carefully to prevent sticking.



6. If the pasta is to be served immediately, cook it only until tender. It should be tender but still be firm in the center.

7. If the pasta is to be used in a recipe that will be cooked, shorten the boiling time just a little. Remove the pasta from the heat before it is completely cooked.
8. Drain pasta immediately and thoroughly in a strainer, wire basket, or colander. Rinse quickly with cold water. This will prevent sticking and will wash away some of the starch.
5. How should pasta be cooked?
6. What is the best choice of wheat for pasta?
7. Why should pasta be rinsed after cooking?
8. An example of flat pasta is _____.
9. What are the basic ingredients of a pasta product?
10. List two major nutrients found in pasta products.



Pasta can be kept hot by putting it in a colander or strainer and keeping it over hot water. The steam will reduce sticking.



Student Self-Check

PASTA KNOW-HOW

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers with those on p. 5.

1. Pasta includes all _____, _____, and noodle products.
2. When pasta is cooked, it _____ in bulk.
3. How should opened pasta be stored?
4. Which pasta product has eggs as an added ingredient?

Student Self-Check**PASTA KNOW-HOW
ANSWERS**

1. macaroni, spaghetti
2. doubles
3. in a tightly covered container
4. noodles
5. in a large container with 1.9 L (2 qts.)
water for every 227 g (8 oz.) of pasta
6. durum wheat
7. prevents sticking
8. lasagne, noodles, linguini
9. durum wheat flour and water
10. B-vitamins and carbohydrates

FOODS - NUTRITION

MAKING CASSEROLES USING MEAT, SEAFOOD, OR FOWL

INTRODUCTION

A casserole is a combination of foods cooked and served in the same dish. Casseroles may be served for lunch or dinner meals and are especially good for buffets. Main dish casseroles usually contain meat, seafood, or fowl. They often have a sauce and a topping over a noodle, potato, or rice base. Less tender cuts of meat may be used and are usually cut into bite-size portions and braised.

A garnish is a decoration that is usually edible. It is placed on the serving dish or directly on the food. Garnishes are used to make food more attractive and may be the final touch on food.

In this module you will learn how to braise meat, seafood or fowl. You will also learn how to make a casserole using meat and how to use fruits and vegetables as garnishes.

Complete those learning activities which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to supplies and equipment, braise meat, seafood, or fowl.
- (2) Given a recipe and access to ingredients and equipment, make a casserole using meat, seafood, or a fowl.
- (3) Given a food to be garnished and access to fresh fruits or vegetables, reference books, and equipment, prepare a garnish for the food.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and braise meat for the casserole. Then make the meat casserole, and garnish it. Use the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW slide-tape presentation, F-18-1, "Braising Meat,"
(and/or) _____.
2. READ Student Information, BRAISING, pp. 3-4,
(and/or) _____.
3. COMPLETE Student Self-Check, BRAISING, p. 4.
4. VIEW slide-tape, F-18-2, "Casseroles,"
(and/or) _____.
5. READ Student Information, CASSEROLES, pp. 4-5,
(and/or) _____.
6. COMPLETE Student Self-Check, CASSEROLES, p. 5.
7. READ about garnishes in references provided by your instructor,
(and/or) _____.
8. VIEW filmstrip on garnishes,
(and/or) _____.
9. READ Student Information, GARNISHES, p. 6,
(and/or) _____.
10. COMPLETE Student Self-Check, GARNISHES, p. 6.
11. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
12. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES listed at the front of this module.

Student Information**BRAISING**

Braising is a moist-heat method of cooking. Less tender cuts of meat should be browned and then braised or cooked in a small amount of liquid at low temperatures for a relatively long period of time. The moisture, low temperature and slow cooking softens the connective tissues and helps the meat to become more tender and tasty. Suitable cuts for braising are pot roasts, less tender beef steaks and certain tender cuts such as pork chops, veal chops, veal steaks and veal cutlets. Poultry that is older and less tender when it goes to market is also suitable for braising.

1. Assemble the necessary supplies:
 - Meat, seafood, or fowl
 - Dutch oven or heavy skillet with lid
 - Fat
 - Flour
 - Plate or piece of waxed paper
 - Paper towel
 - Metal spatula, pancake turner, or fork
 - Seasonings
2. Cut the meat into pieces, if necessary.
3. Brown the meat slowly on both sides in a heavy pan. If the meat has been floured, add a small amount of fat to aid in browning.



4. After the meat has browned on both sides, add seasonings and a small amount of liquid, such as water, meat stock, canned tomatoes or tomato juice as called for in the recipe.



5. Place tight-fitting lid on the skillet or pan. Cook the meat at a low temperature either on top of the range or in an oven. Do not allow it to boil. Braised meat is ready for eating when it can be easily pierced with a fork. Cooking needs to be stopped at this point. Overcooking or continued cooking may cause the meat to develop a stringy toughness and be difficult to eat.



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6. Remove the oily fat that floats to the top by using a wide shallow spoon. Thicken drippings for gravy or for a sauce for a casserole.



6. Braised meat, seafood or fowl is ready to eat when it can be easily _____ with a fork.

S	A	C	U	P	E	K	B	U	X	T	S	R	E	A	B	C
L	B	A	E	T	K	M	V	G	O	B	P	A	T	U	Q	Z
O	C	A	Q	Z	B	X	N	Y	U	L	I	Q	U	I	D	K
W	A	U	T	M	O	I	S	T	U	R	E	X	A	T	E	M
C	B	S	R	N	S	X	E	O	P	M	R	A	F	E	D	P
O	C	U	A	I	D	A	E	V	I	T	C	E	N	N	O	C
O	X	Z	A	A	Y	E	G	U	H	L	E	S	V	C	L	O
K	B	R	A	C	N	F	I	M	A	H	D	T	C	E	L	D
I	B	H	D	E	Q	A	J	E	H	P	A	S	A	H	G	H
N	A	L	O	W	T	E	M	P	E	R	A	T	U	R	E	I
G	N	O	L	C	A	B	B	X	D	R	T	S	U	S	X	A

Student Self-Check

BRAISING

Directions: On a separate sheet of paper fill in the blanks with the correct words which will be found in the word search that follows. Check your answers with those on p. 7.

1. A moist heat cooking method that is used to cook less tender cuts of meat is _____.
2. Braising meats takes a relatively _____ time.
3. The _____, _____, and _____ help to make less tender cuts of meat, seafood or fowl tender.
4. The _____ tissue of the meat must be softened before the food will be tender.
5. In braising, the meat, seafood or fowl is browned; then a _____ is added, and the food is allowed to cook slowly in a covered pan.

Student Information

CASSEROLES

Casseroles can be one-dish meals. They are simple to prepare, cook, and serve. Serving from the baking dish saves time and energy. Casseroles may be economical meals which offer variety to family members. Leftover meats and vegetables often can be used to make delicious casseroles. Casseroles can be prepared ahead of time, refrigerated or frozen and then heated just before serving. They require little watching during cooking time.

Preparing a Casserole

Casseroles may be prepared in many different ways and with many different combinations of foods. They usually consist of meat, fish, or fowl and vegetables or pasta with sauce and a topping. If using braised meat as one of the main ingredients, follow the recipe and the general instructions given on the following page.

1. Assemble the necessary ingredients and equipment:
 - Recipe
 - Ingredients called for in the recipe
 - Saucepans and/or skillet
 - Knife and cutting board or fork
 - Large mixing bowl
 - Casserole dish
2. Precook the meat, seafood, or fowl according to the recipe directions.
3. Prepare other casserole ingredients, for example:
 - Boil noodles.
 - Hard cook eggs.
 - Dice onions, peppers, etc.
 - Grate cheese.
 - Partially cook vegetables.
4. Place meat, seafood, or fowl on a cutting board and carve, removing the bones; cube, dice, or break into pieces with a fork.
5. Combine the ingredients according to the directions of the recipe.
6. Grease the baking dish.
7. Preheat oven to moderate temperature.
8. Pour the ingredients into the baking dish; use sauce and topping as suggested in recipe. The following foods are often suggested:
 - White sauce
 - Cream soups
 - Buttered bread, cracker or cereal crumbs
 - Crushed potato chips or corn chips
 - Grated cheese
 - French-fried onion rings
 - Mashed potatoes
9. Place casserole in moderate oven and bake according to recipe.
10. Remove from oven.

Casseroles should look attractive when brought to the table. They should be moist, but not runny, firm but not stiff. They should be served hot.

Student Self-Check

CASSEROLES

Directions: On a separate sheet of paper record the best answer to the questions below. Check your answers with those on p. 7.

- ____ 1. Casseroles are popular because:
 - a. they are simple to prepare
 - b. they permit leftovers to be used without appearing to be leftovers
 - c. they are easy to serve
 - d. all of the above
- ____ 2. Casseroles usually consist of:
 - a. a meat, seafood or fowl
 - b. a sauce or soup
 - c. a topping
 - d. all of the above
- ____ 3. Casserole dishes:
 - a. may be prepared in advance
 - b. require expensive foods
 - c. require careful watching during cooking
 - d. all of the above
- ____ 4. Casseroles:
 - a. make it necessary to use extra cooking and serving dishes
 - b. require more dishwashing
 - c. may be served in the baking dish
 - d. all of the above
- ____ 5. Casseroles:
 - a. should be attractive
 - b. should be moist and good tasting
 - c. should be served hot
 - d. all of the above

Student Information**GARNISHES**

Garnishes are decorative additions to a main dish which makes the dish more attractive and appetizing. They should:

- Be edible and add food value to the dish.
- Be easy to make.
- Not require excessive labor and handling.
- Not imitate freakish designs.
- Be appropriate for the occasion and dish.
- Not be overdone or the garnish will be more important than the dish.
- Be neat and tidy.
- Be natural color of food.

Preparing a Garnish

1. Assemble the necessary materials:
 - Food to be garnished
 - Reference for garnishes
 - Fruits or vegetables
 - Vegetable brush
 - Paring knife, vegetable peeler, apple corer, or spoon
 - Radish roser, melon baller or canape cutters
 - Citrus juice or commercial ascorbic citric acid
 - Bowl of ice water
 - Paper towels
2. Determine suitable garnishes for the food to be served.
3. Wash the fruits or vegetables thoroughly; dry.
4. Remove stems, cores, peels, and/or seeds with a paring knife, vegetable peeler, apple corer, and/or spoon.
5. Cut the fruits or vegetables in the desired shapes with a paring knife, radish roser, melon baller, and/or canape cutters.
6. Place fruits or vegetables that darken in a bowl of citrus juice or sprinkle with commercial ascorbic citric acid.

7. Place cut fruits or vegetables such as radishes, carrots or, celery in a bowl of ice water to curl or to open.
8. Drain fruits or vegetables on a paper towel.
9. Place the food to be served on a serving platter.
10. Place garnish(es) attractively on the food to be served.

For garnishing a hot dish such as a casserole, consider the suggestions below, or use your own imagination in thinking of others.

- cherry tomatoes
- olives
- grated cheese
- bread crumbs
- pimentos
- parsley (chopped and in sprigs)
- apple slices
- chopped green onions
- mushrooms
- beets
- sliced oranges and lemons
- tomato sauce
- watercress
- cloves (whole)
- pineapple
- cherries
- almonds

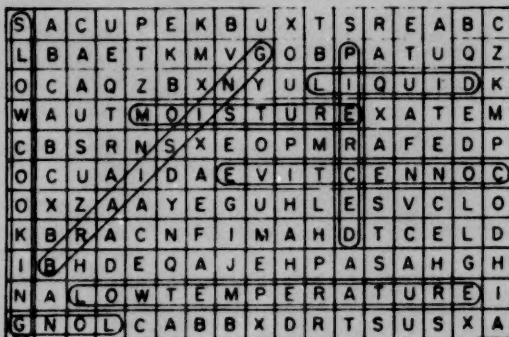
Student Self-Check**GARNISHES**

Directions: On a separate sheet of paper answer the following questions. Check your answers with those on p. 7.

1. What is a garnish?
2. What is the purpose of a garnish?
3. Where may garnishes be used?
4. Tell three guidelines to follow when planning and using garnishes.
5. Why should foods not be overgarnished?

Student Self-Check**BRAISING
ANSWERS**

1. moist-heat
2. long
3. slow cooking, moisture, low temperature
4. connective
5. liquid
6. pierced

**Student Self-Check****GARNISHES
ANSWERS**

1. Garnishes are decorative arrangements of edible food that are used to improve the appearance of a dish.
2. A garnish can add color, texture and a finishing touch to a food.
3. Garnishes may be used on most any food or dish.
4. Guidelines to follow are:
 - a. Garnishes should be edible and complement the flavor of the food.
 - b. The color of the garnish should complement the food.
 - c. The size of the garnish should be appropriate for the food it is to complement.
5. Over-garnishing can detract from the appearance of the food.

Student Self-Check**CASSEROLES
ANSWERS**

- d. 1.
- d. 2.
- a. 3.
- c. 4.
- d. 5.

FOODS - NUTRITION

USING THE MICROWAVE

INTRODUCTION

The microwave oven has given us a new word for our meal preparation vocabulary. That new word is "microwaving." A microwave is a short wave of energy about five inches long and as thick as a pencil. Microwaves are similar to television or radio waves. Today's microwave oven is a practical, time-and-energy-saving appliance. It can be used in many different ways. It is called an oven because of its design, but it does many top-of-range jobs, too. It cooks, heats, thaws, and melts--and stays cool while doing it. Many brands and models are available with various impressive features. However, the basic principles of microwaving apply to all.

In this module you will learn how to use a microwave oven to prepare food. Complete those learning activities in this module which will help you accomplish the tasks of the objective.

OBJECTIVE

Given a recipe and access to supplies and equipment, prepare food by microwaving.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and prepare food in the microwave oven, using the ingredients and equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW the slide-tape presentation, F-45, "Microwaving,"
(and/or) _____.
2. STUDY Student Information, MICROWAVING, p. 3,
(and/or) _____.
3. STUDY Student Information, UTENSILS FOR MICROWAVING, p. 4,
(and/or) _____.
4. STUDY Student Information, MICROWAVING AND SPECIFIC FOODS, p. 7,
(and/or) _____.
5. STUDY Student Information, MICROWAVING, p. 8,
(and/or) _____.
6. STUDY Student Information, DEFROSTING AND HEATING IN THE MICROWAVE,
p. 10,
(and/or) _____.
7. OBSERVE a demonstration on microwaving,
(and/or) _____.
8. COMPLETE Student Self-Check, MICROWAVING, p. 11.
9. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with your instructor to go through the CHECK-OUT ACTIVITY listed
on the front cover.

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Student Information

MICROWAVING

Microwaving makes it possible to prepare a meal in much less time than needed to cook by traditional methods.

Foods cooked in the microwave oven are ready in minutes rather than hours. Foods can be taken directly from the freezer and defrosted in a short time in the microwave. With a well-stocked freezer there is always something for the family and unexpected guests to eat. Late arrivals can have appetizing, hot food in seconds, and the meal will have all the qualities of freshly cooked food. One of the great advantages of cooking in the microwave oven is that reheated food does not become dry. Colors remain bright and clear, and fewer of the nutrients are lost because the cooking time is so brief.

The microwave oven uses less energy for cooking than the conventional oven. The microwave oven should not be pre-heated. The cooking starts the moment the door is closed. Only the food is heated during the cooking process. The oven walls and cooking utensils remain cool so there is no baked-on food particles to scrub. There are few spills so the oven needs only a damp sponge to become spotlessly clean. All the cooking is done in glass, china, or ceramic utensils or with paper products so the clean-up chores are easy and quick.

The microwave oven is useful for the preparation of entire meals. It is also useful for melting butter and chocolate, heating liquids, drying bread crumbs, toasting nuts, and for a thousand other time-consuming processes.

Comparison of Microwave and Conventional Cooking

When cooking on the range top, heat from the surface unit goes through the

pan to the bottom of the food. Stirring the food brings heat portions to the top and prevents scorching. Covering the pan holds in steam and speeds cooking. Rearranging or turning foods over helps them cook evenly. Fried or griddled foods become crisp or crusty because the bottom of the pan is hot.

In the conventional oven, heating units heat the air inside the oven. Heat from the hot dry air enters the food through its surfaces, and gradually spreads to the interior. By the time the center is done, the surfaces often become dry and crusty.

Microwaves penetrate 2-3 cm (3/4 - 1 1/4 in.) through all food surfaces. At this point they are absorbed by moisture, sugar or fat molecules, and begin to cook. Heat is conducted to the center and to the surfaces. The food cooks by internal heat. Cooking is faster for most foods, but the surface remains moist. Often the surface is the last place to cook.

Microwave Energy Consumption

Microwaving can save energy. The amount saved depends on what you cook and how much you cook. Some foods make efficient use of microwave energy. Others, such as popcorn, use less energy when cooked conventionally.

The amount of food cooked also affects energy consumption. Four baked potatoes require 61% less energy when microwaved. But 12 potatoes bake more efficiently in a conventional oven. The greatest savings result when heating medium or small quantities of dense foods in the microwave.

Precautions

Do not try to operate the oven with the door open. This can result in harmful exposure to microwave energy. It is important not to tamper with the safety interlocks.

Do not place anything between the oven front and the door. Do not allow soil or cleaners to accumulate on sealing surfaces or gaskets around the door.

Do not operate the oven if it is damaged. It is important that the oven door close properly and that there is not damage to the door, hinges and latches, door seals and sealing surfaces.

Do not attempt to adjust or repair the oven. Always call a qualified service person.

Student Information

UTENSILS FOR MICROWAVING

Special utensils made exclusively for microwaving are available. These utensils are made of materials that are oven-proof for the microwave.

Some manufacturers are designing utensils made of materials such as glass and pottery, that are suitable for both microwave and conventional ovens. Other special utensils include items of plastic and paper.

The Brown' N Sear Dish has a coating on the bottom which attracts microwaves. When preheated, it fries and browns the food. A cover controls moisture and spatters.

The Browning Griddle browns larger pieces and more items than the Brown-'N Sear Dish. The outer well of the griddle catches drippings. It has no cover.

The Microwave Trivet fits in its own plastic dish or may be placed in a cooking dish. It holds meat out of its juices to prevent stewing.

The Bacon Tree holds as many as six slices. It should be placed in a dish to catch the fat as the bacon cooks.

The Cupcaker spaces muffins and cupcakes in the ring shape recommended for microwaving.

Ring Molds of plastic or ceramic are ideal for cakes, quick breads and meatloaf. They are the ring shape preferred for microwaving.

High-Sided Cake Pans of plastic, glass or ceramic are designed for cake mixes, (which rise higher in the microwave oven).

The Utensils You Already Have may be suitable for microwaving. Glass casseroles, measuring cups and custard cups are common household utensils. Pottery or china dinner ware which does not have gold or silver trim or glaze with a metallic sheen can be used. Most ceramic oven-to-table ware is labeled "suitable for microwave." If you are uncertain about a utensil, use the dish test described below.

What To Look For When Choosing Utensils For Microwaving

"Suitable for Microwave" or "Microwave Safe" may appear on the label or sticker. The warranty may contain a statement about microwaving.

Buy utensils with handles. Handles make dishes easier to use. Microwaves do not heat the dish directly. Heat from foods will transfer to the bottom and sides of the utensil. Handles generally do not become hot.

Test the dishes. Measure 250 ml (1 cup) of water in a glass cup. Place in oven on or beside test dish. Microwave both the dish and cup of water for one minute on High. If water becomes hot, the dish is microwave safe. If the dish heats, it should not be used for microwaving.

GUIDE FOR MICROWAVE UTENSILS

Use this guide for evaluating and selecting utensils for microwaving. Some items can be used only for heating. Others are suitable for cooking. Some microwave utensils are designed for cooking and serving.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
Plastic foam plates, plastic cups	-- Short-term heating to low temperatures -- Serving	Lose their shape when used with bacon and foods with high fat content.
Paper towels and napkins	-- Cooking bacon -- Absorbing moisture and preventing spatters -- Heating sandwiches or appetizers -- Light covering to hold in steam	Will not hold liquids.
Paper plates and cups	-- Heating and serving foods and beverages	Use plastic coated plates for moist or saucy foods. Use "hot drink" cups for soups and beverages.
Plastic wrap, cooking bags, boil-in-bags, storage bags	-- Covering to hold in steam (wrap) -- Cooking (cooking and boil-in-bags) -- Defrosting (storage bags)	Storage bags can melt at high temperatures.
Boilable hard and soft plastics	-- Cooking ground beef -- Defrosting -- Heating	May discolor from fat. May lose shape when used with foods with high fat content.

TYPE OF UTENSIL	MICROWAVE USES	COMMENTS
-- Handmade pottery -- Porcelain -- Stoneware	-- Cooking -- Heating	Avoid glazes with metallic sheen. Use the dish test, p. 4 to determine if handmade pottery is suitable for the microwave
Regular dinnerware	-- Heating -- Some cooking	Check for "Recommended for Microwave" seal, or use dish test. Avoid metallic trim.
Microwave plastics	-- Specialized cooking	Some pieces may be available from appliance or housewares departments.
Specialty glass-- ceramic and porcelain	-- Recommended for microwave oven-to-table cooking of special foods.	Microwave ovenproof ceramics may be sold with metal holders. The metal holders may not be used in microwave ovens.
Oven glass	-- Cooking -- Heating	Inexpensive and readily available in supermarkets, hardware and department stores.
Straw and wood	-- Short-term heating (baskets and boards) -- Cooking (spoons, whisks, picks and skewers)	Spoons and whisks may be left in foods while microwaving.
Glass-ceramic (Pyroceram)	-- Cooking -- Heating	Attractive for serving. (The plastic storage lids, available with individual casseroles, should not be used for microwaving.)

TYPE OF UTENSIL	MICROWAVE	COMMENTS
Boxes lined with paper or plastic	-- Refreshing foods -- Defrosting meat and baked goods -- Cooking vegetables -- Heating frozen foods	Do not use foil trays higher than 2 cm (3/4 in.).

DO NOT USE IN MICROWAVE:

Some items should not be used in the microwave unless approved in the use-and-care manual of the oven.

- Unsuitable dinnerware, such as: Corning Centura, Fitz and Floyd Oven-to-table Ware, Melamine, dishes with metal trim.
- Foil-lined paper bags, boxes and baking trays.
- Metal or part metal pots, pans, thermometers, skewers, and foil trays deeper than 2 cm (3/4 in.)
- Any utensil with metal fittings (screws, handles, clamps, etc.)

Student Information

MICROWAVING AND SPECIFIC FOODS

Some foods microwave so well that you may never want to cook them any other way. Foods which need constant stirring on the range top, such as sauces, puddings, frosting and candies, need only an occasional stir in the microwave. Many can be measured, mixed and cooked in the same utensil. The flavor and texture of microwaved fish,

vegetables and fruits are superior. Saving time may become a secondary advantage. There are some things unique to microwaving which cannot be done any other way.

- A hamburger will microwave in 1 to 2 minutes and won't stick to the dish.
- Upside-down cake takes only about 10 minutes to cook.
- Rich, fudgy brownies can be microwaved in 6 minutes.
- Defrosting can be done more rapidly-- 1 pound of ground beef in 8 to 9 minutes.
- Cakes rise higher and are moist and tender when microwaved.
- Candy is simplified by microwaving. The flavor is the same.
- A meal can be reheated on the serving plate.
- Vegetables will retain their fresh, crisp texture and bright color when microwaved according to directions.
- Chicken pieces are tender and juicy. A cut-up broiler microwaves in about 20 minutes. (The skin will not be crispy.)
- Sirloin tip roast will be tender and medium-rare when microwaved on medium for 11-16 minutes per pound.

- Casseroles can be microwaved, refrigerated and reheated in the same dish.
- Chocolate can be melted in the paper wrapper.
- Puddings and custards will be smooth and creamy with only an occasional stirring. Cook and serve them from same dish.
- Hot fruit desserts use less water, juices have real fruit flavor and the fruit keeps its fresh color and texture.
- Fish will be tender and moist in its own natural juice, with no additional water.
- Baked potatoes are fluffy, moist and tender. A potato microwaves in 4-5 minutes.
- Meatloaf cooks in about 15 to 20 minutes. Add 8 to 9 minutes if you must defrost the meat first.
- Coffee cake microwaves in 5 to 7 minutes.
- Hot appetizers and snacks will microwave in seconds on a paper napkin.
- Eggs will scramble fluffy.
- Blanch vegetables for the freezer while they are at the peak of flavor.
- Frozen entrees can be reheated rapidly.
- Bacon will be crisp, brown and flat.
- Leftovers will be moist and taste freshly cooked.
- Pancakes do not crust. They do reheat well.
- Popcorn is too dry to attract microwave energy.
- Canning requires very long high temperatures.
- Deep-fat frying could cause burns.
- Bottles with narrow necks may shatter.
- Large food loads cook more efficiently in a conventional oven.

Student Information

MICROWAVING

Many techniques used in microwaving are the same as in conventional cooking. Most either speed cooking or promote even heating. The cooking techniques may be the same, but some of the steps in doing the technique may be different because of the way in which microwave energy cooks.

Turning over. When microwaving, turning is needed during defrosting, when cooking foods without a cover, or from the freezer.

Shielding. When defrosting in the microwave, use small strips of foil to shield (cover) thin parts such as the tips of wings and legs on poultry. These would cook before larger parts were defrosted.

Stirring. When microwaving, stir cooked portions from the outside to the center. Food which require constant stirring conventionally will need occasional stirring in the microwave.

Arranging on oven shelf. When microwaving, arrange foods in a ring, so that all sides are exposed to microwaves.

Some foods do not microwave well.

- Eggs in shells and shelled boiled eggs can explode.

Standing time. Allowing foods to stand to finish cooking or set is called standing time. It is usually only a very few minutes and the recipe usually indicates how long.

Covering. In conventional and microwave cooking, a cover will hold in moisture and speed heating. Plastic sandwich wrap or waxed paper serves this purpose when microwaving.

Some Techniques Used Only in Microwaving

Arranging in dish. When microwaving, arrange food with the thickest portions to the outside of the dish. This lets them cook through without overcooking the thinner areas. Arrange foods of equal size in a ring, leaving the center empty.

Rotating or rearranging. Moving a dish around in the oven helps food to cook evenly. To rotate 1/2 turn, turn the dish until the side which was to the back of the oven is to the front. To rotate 1/4 turn, turn the dish until the side which was to the back of the oven is to the side.

Factors Which Affect Cooking

Several factors which influence cooking in conventional ovens are even more greatly influenced by microwave speed. From conventional cooking you know that larger quantities of food take more time to cook. The size of the food is important, too. Cut-up potatoes cook faster than whole ones. These differences are even greater in microwaving. Knowing what affects the speed and evenness of cooking will help you enjoy microwaving.

Boiling. Microwaves exaggerate boiling in milk-based foods. Use a lower power setting and watch carefully or it will boil over.

Shape of food. In both types of cooking, thin areas cook faster than thick ones. In microwaving, place thick pieces to the outside edge with thin pieces to the center. Microwaves penetrate foods to about 3 cm (1 inch) from top, bottom and sides. Round shapes and rings cook more evenly. Corners receive more energy and may overcook.

Piece size. Small pieces cook faster than large ones. Pieces which are the same in size and shape cook more evenly.

Density of food. Dense foods, such as potato, take longer to cook or heat than light, porous foods, such as a piece of bread.

Pressure buildup. Prick foods to release pressure. Steam builds up in foods which are tightly covered by a skin or membrane. Prick potatoes, egg yolks and chicken livers to prevent bursting.

Height in oven. Areas which are closest to the source of heat or energy cook faster. When microwaving, turn over or shield foods which are higher than 13 cm (5 inches).

Bury vulnerable foods. Foods which attract microwave energy, such as cheese or meat, should, when possible, be buried in sauce or other ingredients.

Starting temperature. Foods taken from the refrigerator take longer to cook than foods at room temperature. Cooking times in recipes are based on the temperatures at which you normally store the foods.

Quantity of food. Small amounts usually take less time than larger ones. This is most apparent in microwave cooking, where time is directly related to the number of servings.

To cook in the microwave, follow these steps.

1. Select a recipe.

2. Assemble the necessary ingredients and equipment.
3. Prepare the food according to recipe directions.
4. Put the food in a pan or dish recommended for microwave cooking.
5. Place the dish in the center of the oven or on the turntable. If the recipe allows, cover to prevent spatters.
6. Follow the operating instructions of the microwave oven to operate the appliance.
7. If the oven is not equipped with a turntable, turn the dish manually three or four times during the cooking period.
8. Remove the food from the oven when the food is cooked. Be careful not to overcook and remember that the food will continue to cook a few minutes after removing from the microwave.

Student Information

DEFROSTING AND HEATING IN THE MICROWAVE

Defrosting

Ice absorbs microwave energy slowly. Water and moisture absorb the energy rapidly. Where microwaves get into frozen foods and moisture appears, melting occurs faster. You need to learn defrosting techniques which speed the process and help foods defrost evenly. If you do not defrost foods correctly, some spots such as edges and thin areas will start to cook before

centers or thick areas are defrosted. Step-by-step instructions for defrosting specific foods are included in the recipe books for microwaving. Be sure to observe standing time where directed. Some microwave ovens allow you to program standing time.

How To Freeze Foods For Microwaving

- Package single portions in pouches for future heating.
- Freeze (and defrost) foods in plastic or cardboard cartons.
- Freeze (and heat) homemade TV dinners in shallow foil trays. Select foods which microwave well.

Tips For Thawing and Cooking Frozen Dinners By Microwaving

- Remove food from trays which are over 3/4 high and arrange the food on a plate. Peel off foil lid from shallow trays. Return tray to box. Use microwave directions on box.
- Avoid French fries, doughs and foods which do not microwave well.
- Stir or break apart vegetables, casseroles and saucy foods half way through defrosting time.
- Turn over or rotate foods which cannot be stirred, such as meat, layered casseroles or cakes.
- Separate pieces, such as chicken parts or fish fillets, as soon as possible. Let large items stand to complete defrosting.

Reheating

Heating is one of the biggest advantages of microwave cooking. Food can be prepared earlier in the day and reheated at serving time. Plates of food can be set aside and heated for late comers. Leftovers taste freshly cooked when reheated.

Heating time depends on:

Starting temperature. Foods taken from the refrigerator take longer than foods stored on the pantry shelf.

Quantity. One serving heats faster than several. Heat large amounts at "Medium High" and rotate or stir after 1/2 of time. Smaller amounts may be heated on "High."

Microwave heating is great to:

Soften ice cream for easy scooping. Remove any foil and microwave on "Defrost" 1/2 minute per pint, or 1 1/2 minutes to 1/2 gallon.

Soften butter to spreadable stage. Unwrap 1/4 pound and place on plate. Microwave at "Defrost" for 1/2 minutes (refrigerated) or 1 minute (frozen).

Melt butter in small bowl or glass measure, using "High Power." To clarify, heat until bubbly, and pour off clear liquid.

Heating Single Plates of Food

- Arrange plates with hardest to heat foods on the outside. Make a depression in dense foods like mashed potatoes, to give them a ring shape. Where possible, spread foods out.
- When assembling plates from leftovers, start with foods of the same temperature. Fast heating items can be added at the end.
- Cover foods with wax paper to hold in heat and prevent spatters. When more moisture is desired, cover with plastic wrap. Be careful of steam when removing wrap.
- For accurate heating, use the temperature probe inserted into the largest piece of food.

-- Rotate the plate halfway through the cooking time. Heat for 2 to 3 minutes and test by feeling the bottom of the plate. If the plate is warm, the food is hot enough to transfer heat to the plate. If the plate is cool, the food may be warm, but will lose heat to the plate and taste cool when served.

-- Arrange thick areas and dense foods on the outside of dish, with easy-to-heat foods on the inside.

-- Add sauce to sliced meat and a pat of butter to dry pasta or rice, to speed heating.

-- Speed heating of uniform foods like beef stew by stirring from edges to center while heating.

-- Delicate foods which quickly overheat, such as macaroni and cheese or seafood, should be microwaved at "Medium."

-- Spread saucy, moist foods, such as chow mein or creamed tuna with noodles flat for absorption of energy. Rotate layered foods.

-- Use temperature probe for accurate reheating of moist, saucy foods. Cover plate with plastic wrap.

Student Self-Check

MICROWAVING

Directions: On a separate sheet of paper answer the following questions. Check your answers with those on p. 13.

1. Microwaving saves _____ and _____.
2. The microwave oven will not operate with the door _____.

3. Microwaves cannot go through _____.
4. Microwaves are absorbed by _____, _____, or _____.
5. List four utensil materials in which you can microwave food.
6. Name four things which you cannot do well in the microwave.
7. Before baking, potatoes should be _____ so the steam can escape.
8. You can heat TV dinners in the microwave. true/false
9. French fries microwave well. true/false
10. The food should be arranged in a circle for most efficient microwaving. true/false

Student Self-Check

MICROWAVING
ANSWERS

1. time and energy
2. open
3. metal
4. moisture, sugar, fat
5. plastic foam
paper
pottery
plastic
stoneware
porcelain
dinnerware
microwave plastic
straw
wood
glass
6. eggs in the shells
pancakes
popcorn
canning
deep-fat frying
heating in bottles
very large good loads
7. pierced
8. true
9. false
10. true

FOODS - NUTRITION

USING AND CARING FOR SMALL APPLIANCES

INTRODUCTION

Small appliances are those which are portable or easily moved. They are most often used on a counter, table, or cart. Small appliances can save time and energy. They can add to the cooking capacity in the kitchen, especially if they are kept in good working condition. In this module, you will learn how to use and care for submersible and nonsubmersible small appliances.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a test about using small appliances, answer the questions.
- (2) Given a submersible and/or a nonsubmersible small appliance, a use-and-care manual, and access to cleaning supplies and equipment, clean the appliance.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist.

- (1) Obtain a copy of the Check-Out Activity Sheet, USING SMALL APPLIANCES, from your evaluator. Answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.
- (2) Obtain a submersible and/or a nonsubmersible small appliance, a use-and-care manual, cleaning supplies and equipment from your evaluator. Clean the small appliance(s). All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ and STUDY about the use and care of small kitchen appliances in a reference provided by your instructor,
(and/or) _____.
2. STUDY Student Information, CLEANING SMALL APPLIANCES, pp. 3-4,
(and/or) _____.
3. VIEW slide-tape presentation, F-20, "Using and Caring For Small Appliances,"
(and/or) _____.
4. COMPLETE Student Self-Check, SMALL APPLIANCE WORD SEARCH, pp. 4-5.
5. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
6. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES listed on the front cover.

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Student Information**CLEANING SMALL APPLIANCES**

To maintain proper efficiency and safety in small appliances, they should be cleaned periodically. For your own safety and to prevent damage to the appliance when cleaning it, you should always read the use-and-care manual. Then follow the cleaning directions exactly.

To clean a small appliance, use the following procedures:

1. Assemble the necessary cleaning supplies and equipment:
 - Appliance
 - Use-and-care manual
 - Detergent
 - Sink or pan (2)
 - Cleaning cloths for washing and drying
 - Steel wool pad, cream of tartar, stainless steel cleaner, plastic or rubber scrubber, stiff sponge, or commercial cleaner for nonstick surfaces
 - Unsalted shortening or salad oil
 - Pipe cleaner or small brush
 - Spray cleaner, silver polish, non-abrasive cleaning compound, baking soda paste, or chrome polish
2. Unplug the appliance.
3. Allow the appliance to cool, if it is hot.
4. Prepare a sink or pan of hot sudsy water and a sink or pan of hot clear water. Follow the steps below for nonsubmersible or submersible appliances.

Nonsubmersible appliances:

- a. Remove all parts from appliance that can be put into water; for example: lids, racks, beaters, trays, trivets, grills, spits, prongs.

- b. Place all loose parts in sink of hot sudsy water to wash. Soak for a short time, if necessary; rinse thoroughly; dry with a clean, absorbent cloth. Set aside.
- c. Scour baked-on foods or stains off interior surfaces according to manufacturer's instructions. See steps below on cleaning specific interior surfaces.
- d. Clean hard-to-reach spots with a narrow brush or pipe cleaner.
- e. Clean the exterior of the small appliance according to manufacturer's instructions. See steps below on cleaning specific exterior surfaces.
- f. Wipe off temperature control with a clean damp cloth.

CAUTION: Never put a temperature control in water or let it come in contact with any liquid.

- g. Assemble the small appliance for next use or see storage instructions in the use-and-care manual.

Submersible appliances:

- a. Remove all parts of the appliance that cannot be put in water; for example: cord and temperature control.
- b. Submerge appliance in sink of hot, sudsy water. Scour baked-on foods or stains according to manufacturer's instructions. Wash and rinse thoroughly and dry with a dry cloth. See steps below on cleaning specific interior and exterior surfaces.
- c. Using a damp cloth or sponge, wipe off the parts that cannot be put in water.
- d. Replace all parts which were removed from the appliance.
- e. Store appliance appropriately.

Different materials used for appliances need different kinds of care. Usually the exterior and interior are of different

materials and require a different technique to clean. Remember to check the use-and-care manual. If it says nonsubmersible, do not put it in water. If it says submersible, it is alright to put it in water.

Interior Surfaces

To clean aluminum:

1. Fill the inside with hot sudsy water.
2. Wash with cloth or scouring pad if necessary.
3. Soak stains out with a cream of tartar and water solution.
4. Rinse carefully and dry with a dishcloth.

To clean stainless steel:

1. Clean in sudsy water, using a stainless steel cleaner or scouring pad.
2. Rinse.
3. Dry with a dishcloth.

To clean a nonstick finish:

1. Scrub with plastic or rubber scrubber if there is food or grease build-up.
2. Use commercial cleaner for nonstick surfaces or follow manufacturer's suggestions.
3. Wash with sudsy water; rinse and dry.
4. Season by wiping lightly with melted nonsalted shortening or oil.

NOTE: Never use scouring pads, cleansers, or abrasives which scratch the nonstick finish.

To clean glass or ceramic surfaces:

1. Soak, if needed.
2. Wash with sudsy water.

3. Check care manual for scouring directions.
4. Rinse and dry.

Exterior Surfaces

To clean plastic or porcelain enamel:

1. Clean outer case with damp, sudsy cloth.
2. Remove spots with nonscratching spray cleaners.
3. Rinse and dry with cloth.

To clean chrome:

1. Use silver polish, nonscratching spray cleaner, baking soda paste, or chrome polish.
2. Polish with a soft cloth.
3. Do not wash chrome exterior with dish water. This may leave a slight grease film which will burn on when the appliance is used next.

Student Self-Check

SMALL APPLIANCE WORD SEARCH

Directions: Obtain a copy of the seek-and-find puzzle from your instructor. Then, find the hidden words by using the clues below to help you. The words may be horizontal, vertical, diagonal. They may read from right to left, left to right, top to bottom, or bottom to top. Some words may overlap. Find each answer in the puzzle and circle it. Then write the correct word beside the number of the clue. Check your answers against those provided on p. 6.

S	U	B	M	E	R	S	I	B	L	E	A	B	C	I	J	M
D	E	S	F	D	E	C	I	V	R	E	S	G	H	K	L	N
R	C	R	E	A	M	O	F	T	A	R	T	A	R	O	P	Q
S	Y	W	Z	A	A	C	E	G	H	I	J	B	K	L	M	N
T	U	X	Y	B	N	D	F	B	E	F	O	R	E	O	P	Q
R	R	S	T	U	O	D	V	W	X	Y	Z	A	A	B	C	D
M	I	L	K	J	N	I	C	E	F	G	H	S	F	L	M	N
N	A	O	P	Q	S	V	X	A	A	D	C	I	J	G	O	P
R	P	S	T	U	U	W	Y	Z	R	B	E	V	I	K	H	Q
R	E	S	T	U	B	V	O	W	X	E	Y	E	Z	A	D	E
C	R	Y	W	U	M	S	R	F	N	M	M	S	F	B	G	H
B	A	Z	X	V	E	T	Q	P	F	O	L	A	K	C	J	I
D	E	F	C	H	R	O	M	E	G	O	O	D	N	L	U	C
U	L	D	O	O	S	G	K	C	U	L	D	O	O	U	G	K
C	K	G	O	O	I	D	L	U	C	K	A	B	C	D	A	E
H	I	J	K	L	B	S	D	E	N	A	E	L	C	F	G	L
M	N	O	P	Q	L	R	T	U	V	W	X	Y	Z	A	G	H
C	E	D	F	T	E	M	P	E	R	A	T	U	R	E	B	I

8. Electrical cords should be kept in good _____.

9. An appliance should be _____ after every use.

10. If you receive an electrical shock from a small appliance, you should unplug it and have it _____ before using it again.

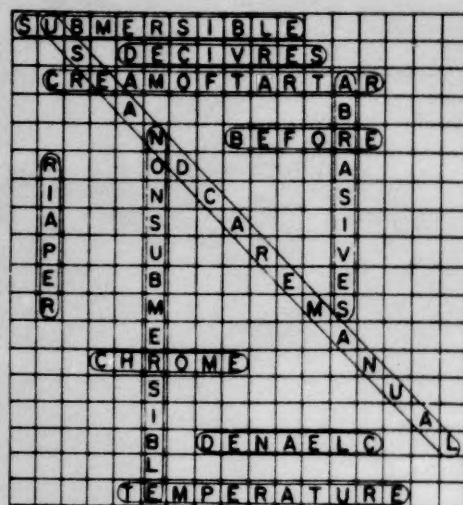
11. Plug the detachable cord into the appliance _____ plugging it into the electrical outlet.

12. The appliance should be turned _____ when plugging it into an electrical outlet.

CLUES

- Before using a small appliance, you should read the _____.
- An appliance or parts of an appliance that can be put in water is a _____ appliance.
- An appliance or parts of an appliance that cannot be put in water is a _____ appliance.
- Never submerge a _____ control in water or let it come in contact with any liquid.
- Soak stains on aluminium appliance interior surfaces with a _____ and water solution.
- Never use _____, such as scouring pads and cleaners, on non-stick finishes of appliances.
- Do not wash _____ appliance exterior surfaces with dish water. There may be a grease film that will burn on the appliance when its heated for the next use.

Student Self-Check

SMALL APPLIANCE WORD SEARCH
ANSWERS

1. use-and-care manual
2. submersible
3. nonsubmersible
4. temperature
5. cream of tartar
6. abrasive
7. chrome
8. repair
9. cleaned
10. serviced
11. before
12. off

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FOODS - NUTRITION

FOOD PRESERVATION

INTRODUCTION

Many people can, freeze, and dry fruits and vegetables because of high food costs, available quantities of foods in season, and personal satisfaction. When preserved properly, the foods are nutritious, attractive, flavorful, and readily available to the family. The fresh fruits and vegetables may be purchased at a grocery or gathered from a garden or farm. In this module you will learn how to plan food preservation, how to gather fresh fruits and vegetables, and how to can and freeze fruits, vegetables, and fruit juices.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a specific family or group situation, plan food preservation according to the kind and amount of foods and the type of preservation method.
- (2) Provided with containers, a ladder or step-stool, gather mature fruits/vegetables from an assigned area without damaging the fruits/vegetables or plants.
- (3) Given fresh fruit, a reference on canning, and access to ingredients and equipment, can fruit juice.
- (4) Given fresh fruit, a reference on canning, and access to ingredients and equipment, can the fruits.
- (5) Given fresh vegetables, a reference on canning, and access to ingredients and equipment, can the vegetables.
- (6) Given fresh fruit, a recipe or a reference on freezing, and access to ingredients and equipment, prepare fruit for freezing.
- (7) Given fresh vegetables, a recipe or a reference on freezing, and access to ingredients and equipment, prepare the vegetables for freezing.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain instructions from your instructor, and plan food preservation and gathering of fruits and vegetables. Obtain a recipe and can and/or freeze fruits, vegetables, and/or fruit juice using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, TERMS TO KNOW, p. 4,
(and/or) _____.
2. STUDY about food preservation in references provided by your instructor. COMPLETE Student Information, STUDY GUIDE ABOUT FOOD PRESERVATION, p. 4,
(and/or) _____.
3. STUDY Student Information, PLANNING FOOD PRESERVATION, p. 5,
(and/or) _____.
4. READ Student Information, GATHERING FRESH FRUITS AND VEGETABLES, pp. 5-6,
(and/or) _____.
5. STUDY Student Information, CANNING, pp. 6-7,
(and/or) _____.
6. OBSERVE a demonstration on canning. ASK questions about the processes to clear up any misconceptions,
(and/or) _____.
7. STUDY Student Information, PREPARING FRUIT JUICE FOR CANNING, pp. 7-8,
(and/or) _____.
8. STUDY Student Information, PREPARING FRUIT FOR CANNING, pp. 8-9,
(and/or) _____.
9. STUDY Student Information, PREPARING VEGETABLES FOR CANNING, p. 9,
(and/or) _____.

10. STUDY Student Information, THE "NEVERS" OF PRESSURE CANNING, pp. 9-10,
(and/or) _____.
11. VIEW the slide-tape presentation, F-21-1, "Canning,"
(and/or) _____.
12. COMPLETE Student Self-Check, CANNING, p. 10.
13. STUDY Student Information, FREEZING FRESH FRUITS, pp. 10-12,
(and/or) _____.
14. STUDY Student Information, FREEZING FRESH VEGETABLES, pp. 12-13,
(and/or) _____.
15. VIEW the slide-tape presentation, F-21-2, "Freezing Fruits and Vegetables,"
(and/or) _____.
16. COMPLETE Student Self-Check, FREEZING FRESH FRUITS AND VEGETABLES,
p. 14.
17. READ Student Information, DRYING AND DEHYDRATING FRUITS AND VEGETABLES, pp. 14-16,
(and/or) _____.
18. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
19. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITIES listed
on p. 2 of this module.

Student Information**TERMS TO KNOW**

The terms listed below will be used in this module about food preservation. Read and study each term and its definition or description. As you work on other Learning Activities in this module, you may need to refer to this list of terms.

Blanching -- the process of dipping the fruit or vegetable into boiling water for the purpose of either softening the food, removing an unwanted flavor, pre-cooking, stopping the enzyme reaction in fresh vegetables to be frozen, or easy removal of the skins.

Botulism -- a dangerous type of food spoilage often found in home-canned foods that have not been properly processed.

Canning -- the process of food preservation that requires the use of heat to destroy microorganisms, inactivate food enzymes, and then seal the foods in containers.

Freezing -- the process of food preservation that requires the use of very cold temperatures (-18°C or 0°F) to prevent the growth of microorganisms and to slow down enzyme activity in the food.

Head room or head space -- the amount of space left between the food and the closure of the canning jar or freezer container, usually 1.3 cm ($\frac{1}{2}$ inch) for foods that are being canned and 2.5 cm (1 inch) for foods being frozen.

Preserve -- the process of preparing foods for future use. Canning, freezing, and drying or dehydrating are methods of food preservation.

Student Information**STUDY GUIDE ABOUT FOOD PRESERVATION**

Directions: Research the following questions using the references suggested by your instructor. Write your answers on a separate sheet of paper. Check your answers against those provided by your instructor.

1. When are fresh vegetables and fruits generally best preserved?
2. When you prepare vegetables and fruits for preservation, practice ____.
3. Why should fresh fruits and vegetables be frozen as quickly as possible after being packed into the freezer container?
4. Why should foods to be frozen be packaged in moisture-vapor-proof packaging?
5. What foods do not freeze well?
6. Enzyme action in foods can be stopped or slowed down by _____. (Name four procedures.)
7. List four signs of food spoilage in canned foods.
8. Why should fresh fruits and vegetables be preserved as quickly as possible after being gathered?
9. Name two methods of packing foods to be canned into containers.
10. Name three methods of packing food into containers for freezing.
11. How can you avoid canned food spoilage?
12. The pressure cooker is necessary for processing (low acid or high acid) foods which require a high temperature to destroy microorganisms.

Student Information**PLANNING FOOD PRESERVATION**

Planning family meals involves making many decisions. Some of the decisions go back many steps. For example--what you have for dinner tonight may depend on what is in the cabinet. That may depend on what you preserved last summer and fall. And that may depend on what you decided to plant last spring. So, planning food preservation takes much looking ahead.

The steps for planning food preservation are listed below:

1. Make a list of the types or kinds of vegetables, fruits, meats, fish and poultry that are to be preserved. Decide how you are going to preserve them. They may be canned, frozen, dried, dehydrated, pickled, or smoked. Consider the amount of storage space available. For example do you have shelves for canned and dried foods and freezer space for frozen foods.
2. Determine the amount of vegetables, fruits, meat, fish, or poultry that will be preserved. Write the amount on the list beside each fruit, vegetable, meat, fish, or poultry.
3. According to the availability of the foods, make a tentative schedule for preserving those that are on the list.
4. Decide on the types of storage containers and the packaging materials that need to be purchased or prepared for the food preservation method.
5. Determine the equipment needed for the types of food preservation; for example, a pressure canner, a blancher, a dehydrator.
6. Determine the spices, sugars, salt, vinegar, and other preservatives needed to preserve the food. List the amounts to be purchased.

7. Plan for adequate help (family members or packing company, etc.) and be sure they know when you need them.

Student Information**GATHERING FRESH FRUITS AND VEGETABLES**

Growing your own food for preservation is a good way to cut down on the grocery bill. It also assures good and nutritious food for the family the year around. If an orchard or produce farm is nearby, you may find it just as economical to buy and preserve foods. Whichever means for obtaining produce that you use, successful food preservation starts with properly gathered foods.

Preparing to Gather Fruits and Vegetables

1. Wear appropriate protective clothing:
 - a hat for hot sun
 - gloves and long sleeves and long pants for protection against plants that have briars or may irritate the skin.
2. Spray clothing with insect repellent, if necessary.
3. Take plenty of drinking water to drink while you are in the sun. Excessive loss of fluids will cause dehydration.
4. Take containers for gathering. When gathering vegetables or fruits, use baskets, burlap bags, or an old sheet to allow the air to circulate around the produce. Take plastic buckets for berries.
5. Assemble the necessary equipment:
 - ladder or step stool
 - clippers
 - sharp knife
 - containers

Gathering Fruits and Vegetables

1. Gather the fruits or vegetables early in the morning or in the evening, if possible.
2. Gather only those fruits and vegetables which are young and tender, yet mature enough to be tasty.
3. Pick fruits that have ripened on the tree or vine.
4. Do not pick fruits and vegetables which have passed their peak of ripeness. (If you pick them, use them to eat and not for preservation.)
5. As you gather, handle the fruits and vegetables gently to prevent damage to them and to the plants.
6. Do not leave the fruits and vegetables very long in large containers. The temperatures in the containers will get too high and the quality of the fruit or vegetable will deteriorate.
7. Gather only the amount of the produce which can be processed before deterioration begins.
8. Place gathered fruits or vegetables in the shade while filling other containers.

Student Information

CANNING

Canning is once again becoming a very popular form of food preservation. It is convenient, easy, and safe if some basic steps are followed:

1. Assemble the necessary supplies:
 - Fruits or vegetables to be canned
 - Recipe or reference on canning
 - Ingredients called for in the recipe

- Canning jars and lids
- Pressure canner or hot water bath canner
- Food chopper, blender, cider press, or any other special equipment called for in recipe
- Large kettles (2)
- Cheesecloth or colander
- Dry measuring cup
- Wooden spoon, spatula, metal spoon, or paring knife
- Commercial ascorbic acid or lemon juice
- Clean, damp cloth
- Tongs or a jar lifter
- Wood, paper pad, or cloth surface
- Labels and marking pen

2. Check all jars for chips, cracks, or other defects. Discard defective jars.
3. Wash and scald all equipment, except lids with attached rubbers, by placing it in a sink and pouring hot boiling water over it.
4. Prepare the food for processing and fill the jars according to the method recommended in the recipe or canning reference.
5. If using lids with attached rubbers, wash and rinse the lids. Cover them with water brought to simmer, but not to a boil. Remove the pan from the heat but leave the lids in hot water until ready for use.
6. Place the lids on the jars according to the manufacturer's directions.
7. Place the jars in the rack of the pressure canner or hot water bath canner.
8. Use one of the following methods to can:

Steam Pressure Method

- a. Carefully study the use-and-care manual for the pressure canner before using it.

- b. Place the cover on the pressure canner according to the manufacturer's directions.
- c. Heat the canner according to the directions.
- d. Exhaust the air from the canner for at least 10 minutes before closing the petcock or steam vent.
- e. Bring the pressure up to the amount stated in the directions and then start counting processing time. Keep pressure constant.
- f. When the processing time is complete, remove the canner from the heat. Let the pressure fall to zero before opening. **CAUTION:** Be sure to follow the manufacturer's instructions to avoid a possible injury.

Hot Water Bath Method

- a. After placing the jars on the rack in the hot water bath canner, fill the boiler with hot or boiling water to cover the jars at least 5.0cm (2 inches) above the tops.
 - b. Heat the water to a rolling boil; put the lid on the canner.
 - c. Process the cans of food for the length of time specified in the particular recipe.
7. After processing, remove the jars from the canner with tongs or a jar lifter.
- CAUTION:** Do not lift the jars by the lids because the lids could have become loosened.
8. Place the jars on wood, a paper pad, or a cloth surface allowing several inches between them for cooling and easier handling.
 9. Allow jars to cool at room temperature from 12-24 hours.

10. Test-seal the metal tops by one of the following methods.
 - a. Tap the lids lightly with a metal spoon or knife. A ringing note indicates a safe seal.
 - b. Press down on the center of the metal lid with finger. If the lid pops up and down, it is not sealed.
11. Label the jars. Indicate the contents and the date canned.
12. Store the canned foods in a cool, dark, airy place.

Student Information

PREPARING FRUIT JUICE FOR CANNING

The basic canning steps apply to canning fruit juices. There are also some special techniques which you should know. The following methods are used to prepare fruit juice for canning.

Cooked Fruit Method

1. After cleaning and washing, cut, chop, or crush fruit into small pieces with a knife, a food chopper, or a blender.
2. Place fruit into a large kettle on top of the range. Add the amount of water called for in recipe. Heat slowly to simmering.
3. Strain fruit through several layers of cheesecloth, a colander, or a food mill into a large kettle.
4. Add one cup sugar (or the amount called for in recipe) to each gallon of juice. Stir with a wooden spoon to dissolve the sugar.
5. Place the mixture on the range. Heat to simmering. Simmer ten minutes.

NOTE: Do not boil; this ruins the flavor.

6. Pour juice into hot jars allowing 1.3 cm ($\frac{1}{2}$ inch) headroom. Add ascorbic acid or lemon juice, if necessary.
7. Wipe the top of the jar with a clean, damp cloth.
8. Seal the lids on the jars according to manufacturer's instructions.
9. Place the sealed jars on the rack of the pressure canner or hot water bath canner. Process according to the instructions of the recipe.
10. Refer to steps 7-12 of Student Information, CANNING, to complete the canning process for the fruit juice.
2. Wash and drain the fruit.
3. Remove stems, pits, seeds, cores, and/or blemishes with a paring knife and apple corer.
4. Remove the skins with a paring knife. Or, blanch the fruit by dipping the fruit for a minute or two in a pan of boiling water. Then immediately dip the fruit into a pan of cold water. Skin the fruit.
5. Cut the fruit into halves or quarters.
6. To prevent the fruit from darkening, dip it in a gallon of water containing two tablespoons of salt and two tablespoons of vinegar. Then drain the fruit.

Uncooked Fruit Method

1. Press the fruit through a cider press into a large kettle.
2. Strain the fruit through several layers of cheesecloth or a colander into a large kettle.
3. Place the mixture on top of the range. Heat to lukewarm.
4. Follow steps 6 through 10 in the cooked fruit method to complete the canning of the fruit juice.

Characteristics of the Canned Fruit Juice

The canned fruit juice should be clear and bright in color. The jars should be tightly sealed and labeled with contents and date.

Student Information

PREPARING FRUIT FOR CANNING

When canning fruit, follow the steps listed below:

1. Refer to steps 1-3 of Student Information, CANNING, for the preliminary procedures.

7. Prepare a syrup to pour over fruit, if desired.
8. Use one of the following methods for filling the jars:

Cold or raw pack method

- a. Pack cold or raw fruit into the jar.
- b. Add boiling water or syrup, allowing 1.3 to 2.5cm ($\frac{1}{2}$ to 1 inch) headroom. Work out the air bubbles with a knife blade or a spatula.

Hot pack method

- a. Heat the fruit according to the recipe or canning reference instructions.
- b. Fill the jars with hot fruit. Work out the air bubbles with a knife blade or spatula.
9. Fill the jar with syrup to within 1.3cm ($\frac{1}{2}$ inch) of the top.
10. Wipe the tops of the jars with a clean, damp cloth.
11. Place the flat lid with the sealing compound next to the top of the jar. Screw the band firmly in place. Or,

place the rubber ring on the sealing shoulder. Screw on the zinc cap; then loosen it about a quarter of a turn to permit exhausting of air during processing. Place the jars on the rack in the canner.

12. Use one of the following methods to process the fruit.

- a. Steam pressure method
- b. Hot water bath method

Characteristics of the Canned Fruit

The canned fruit should be bright in color, be solid, not mushy, and have a clear liquid. The jars should be tightly sealed and labeled with contents and date.

Student Information

PREPARING VEGETABLES FOR CANNING

To prepare vegetables for canning, follow the steps listed below:

1. Wash and drain the vegetables before cutting or breaking their skin.
2. Prepare the vegetables as necessary:
 - a. Break beans.
 - b. Hull peas and/or beans.
 - c. Cut off corn.
 - d. Cut vegetables into halves or quarters.
3. Use one of the following methods for filling the jars.

Cold or raw pack method

- a. Pack vegetables into the jar while cold or raw.
- b. Add boiling water, allowing 1.3 to 2.5cm ($\frac{1}{2}$ to 1 in.) headroom. Work out air bubbles with a knife blade or a spatula.

Hot pack method

- a. Heat the vegetables according to the recipe or reference on canning.
 - b. Fill the jars with the hot vegetables. Work out air bubbles with a knife blade or spatula.
4. Add salt, if necessary.
 5. Wipe the tops of the jars with a clean, damp cloth.
 6. Place lids on the jars. Seal according to lid manufacturer's instructions.
 7. Place sealed jars on the rack of the canner.
 8. Process by one of the following methods:
 - a. Steam pressure method
 - b. Hot water bath method

Characteristics of Canned Vegetables

The canned vegetables should not be overcooked or mushy and should be bright in color. The jars should be tightly sealed and labeled with contents and date.

Student Information

THE "NEVERS" OF PRESSURE CANNING

Knowing and following the rules for canning almost always assures successful canning. The first rule is to read and follow the directions in the use-and-care manual for your canner. Then avoid doing the things listed below.

NEVER put jars directly on the bottom of the cooker. (Use a wire basket to hold jars.)

NEVER use more than the recommended number of jars in a canner.

NEVER use jars that are unsuitable in style or quality. Use only jars and lids that are made for canning. Other jars are not designed to withstand the high heat required for canning and may break. Only canning lids are designed to fit canning jars.

NEVER fill jars too full. Leave head-room in each jar as specified by the recipe.

NEVER use unsterilized jars.

NEVER use a cooker if you suspect that it is not in safe working order.

NEVER use a steam gauge valve which is clogged.

NEVER open the cooker while pressure is registered on the gauge.

NEVER forget to read and follow the directions of the recipe and the use-and-care manual of your canner.

NEVER begin to count processing time until the specified pressure is reached.

NEVER take the cover off the canner until the steam gauge valve is opened.

NEVER let the recommended pressure change (fluctuate) during processing time.

NEVER hurry or speed up the cooling time of the canner with wet cloths or cold water. This may cause glass jars to burst.

NEVER open the canner toward your face. Escaping steam might burn you.

NEVER try to speed up canner processing time.

NEVER forget to use safety procedures.

Student Self-Check

CANNING

Directions: Answer the following questions on separate sheet of paper. Check your answers with those provided on p. 17.

1. List three ways to preserve food.
2. Scheduling the time for preserving fruits and vegetables must be based on their _____.
3. When canning, cracked or chipped jars should be _____.
4. Name the two processing methods for canning.
5. Jars should be labeled with _____ and _____.
6. Store jars in a _____, _____, _____ place.
7. Fruit juice can be made from _____ or _____ fruit.
8. Fruit can be packed _____ or _____.
9. A solution of _____, _____, and _____ will keep fruits from darkening.
10. When using a pressure canner, read the _____ carefully.

Student Information

FREEZING FRESH FRUITS

To successfully keep frozen fruits, the temperature in the freezer should be -18°C (0°F) or below. Foods must be packaged in moisture-vapor-proof containers. Use heavy duty plastic bags, plastic coated cardboard with tight-fitting lids, or plastic cartons with tight lids. Avoid using thin plastic refrigerator storage bags or cartons, which are not mois-

ture-vapor-proof and will cause foods to dry out. Use small containers so the center area will freeze faster.

Crisp foods and tomatoes lose their texture when frozen. Fruit juices freeze better than the whole fruit. Frozen fruits should not be kept on the door of an upright freezer because it is generally not as cold there. Frozen fruits will keep 8-12 months at 18°C (0°F) or below.

Freezing Fruits

1. Find a recipe or a reference on freezing fruits.
2. Assemble the necessary ingredients and equipment:
 - Ingredients called for in the recipe
 - Freezer containers
 - Ice water
 - Knife
 - Paper towels
 - Blancher or covered kettle with wire rack
 - Ascorbic acid solution
 - Sugar or syrup
 - Tray
 - Fork
 - Labels and marker
3. Select firm, sound, uniform, sun-ripened fruit.
4. Wash fruit thoroughly in ice water.
5. Remove cores, pits, skins, and blemishes. Drain on paper towels.
6. Steam blanch those fruits which require blanching using the following steps:
 - a. Place two or three inches of water in a kettle; cover with a tight lid; bring to an active boil.
 - b. Place the fruit, not more than a pound at a time, in a wire basket. Suspend the basket over the boiling water and cover the kettle.
 - c. When the steam starts to escape under the lid, begin to time for blanching.
 - d. Shake the basket several times during blanching to make sure that all the fruits are uniformly exposed to the steam.
 - e. Blanch for the time recommended in the recipe.
 - f. Remove basket from kettle; immediately immerse fruit in ice water.
 - g. Drain the cooled fruits well; spread them on several thicknesses of paper towels. If fruits cannot be packed immediately, cover with paper towels to prevent contamination.
7. Cut fruit into pieces, if preferred.
8. Treat fruits that tend to discolor before freezing and during thawing with an ascorbic acid solution. Follow the directions on the ascorbic acid container. You may use a mixture of 4 liters (about 1 gal.) water and 50ml (3 tbsp.) lemon juice. Do not allow fruit to stand in the solution. Just dip the fruit in and out of the solution.
9. Pack the fruit using the method best suited to preference or dietary needs.

Unsweetened dry pack

- a. Quickly place drained fruit in the freezer containers. Shake the fruit down to pack closely, leaving 1.3cm (1/2 in.) headroom for pints, 1.8cm (3/4 in.) for quarts, or
- b. Place the fruit, unwrapped, in a single layer on a tray in the freezer until solidly frozen. Then place the fruit in the freezer containers. Shake down to pack closely allowing 1.3cm (1/2 in.) headroom for pint, 1.0cm (3/8 in.) for quarts.

Dry sugar pack

- a. Place fruit on a shallow tray.
- b. Sprinkle sugar over the fruit; mix gently until some juice has been drawn out and the sugar is dissolved. Ascorbic acid may be added to the sugar to prevent discoloration of the fruit.
- c. Fill freezer containers with fruit. Shake to pack closely, leaving 1.3cm (1/2 in.) headroom for pints, 1.8cm (3/4 in.) for quarts.

Unsweetened wet pack

- a. Pack fruit in leakproof containers.
- b. Crush fruit in its own juice with a fork, or
- c. Cover the fruit with water to which an ascorbic acid solution has been added. Allow 2.5cm (1 in.) headroom.

Syrup pack

- a. Make a syrup according to a recipe.
 - b. Chill the syrup in the refrigerator.
 - c. Add ascorbic acid solution to syrup, if necessary.
 - d. Pack fruit in leakproof freezer containers. Pour syrup over fruit until it covers the fruit completely. Leave 2.5cm (1 in.) headroom.
 - e. If the fruit tends to rise above the syrup after leaving headroom, lightly crush a piece of moisture-vapor-proof paper and put it on the top to keep the fruit submerged until the expansion of freezing makes the syrup fill the container. (Leave the paper in the container.)
10. Seal the containers. Use twist ties on plastic bags, freezer tape on boxes, tight-fitting lids for the plastic containers, and jar lids for the jars.

11. Label the containers with name of product and the date frozen.
12. Place the containers of fruit in the freezer. Spread them out as much as possible to get the fastest possible freezing time. Then stack the fruit containers in the coldest part of the freezer.

Characteristics of Frozen Fruit

The fruit prepared for freezing was firm, and ripened, clean, and free of caps, stems, skins, pits, cores, and/or blemishes. It should be packaged in a moisture-vapor-proof container.

Student Information**FREEZING FRESH VEGETABLES**

For best results when freezing vegetables, choose young, tender vegetables. They should be frozen as soon as possible after gathering--the same day, if possible. Process only a few vegetables at a time to preserve the freshness of the product. After processing the vegetables, place them in the coldest part of the freezer. The temperature should be -18°C (0°F) to best keep the vegetables. They should be used within a year.

Freezing Vegetables

1. Select a recipe or a freezing reference.
2. Assemble the necessary ingredients and supplies:
 - Ingredients called for in recipe
 - Freezer containers
 - Kettle
 - Blancher
 - Ice water
 - Paper towels
 - Labels and marking pencil

3. Wash and prepare vegetables quickly, as for regular cooking. Soak for 15 minutes in a salt water solution to remove insects, if this is necessary. Rinse well.
4. Sort vegetables for size if you are freezing by sizes.
5. Prepare vegetables for freezing by one of the following methods:

Water blanching

- a. Boil water in a large kettle.
- b. Place at least one gallon of boiling water to one pound of vegetables into the blancher or kettle.
- c. Put the vegetables in a wire basket.
- d. Submerge the vegetable-filled basket in the boiling water; cover and immediately begin to time the blanching.
- e. Shake the wire basket several times during the blanching period to allow even penetration of heat.
- f. Blanch for the time recommended in recipe.
- g. Remove the basket from blancher; put vegetables at once into a pan or sink of ice water. Chill the vegetables until they are cool in the center.
- h. Remove the vegetables from the ice water. Drain them on paper towels. Then pack them into freezer containers, leaving headroom of 1.3cm (1/2 in.) for pints, 1.8cm (3/4 in.) for quarts.

Steam blanching

- a. Put 5-8cm (2-3 in.) of water in a kettle. Cover with tight lid. Bring the water to an active boil.
- b. Place the vegetables, not more than 454g (one pound) at a time, in a wire basket. Suspend the basket over the boiling water and cover the kettle.

- c. When the steam starts to escape under the lid, begin to count time for blanching.
- d. Shake the basket several times during blanching to make sure that all the vegetables are uniformly exposed to the steam.
- e. Blanch for the time recommended in the recipe.
- f. Remove the basket from the kettle. Immediately immerse vegetables in ice water.
- g. Drain the cooked vegetables well. Spread them on several thicknesses of paper towels. If the vegetables must be left for a few minutes to work on other tasks cover them with paper towels to prevent contamination.
- h. Pack the vegetables into freezer containers leaving headroom of 1.3cm (1/2 in.) for pints, 1.8cm (3/4 in.) for quarts.

Fully cooked

- a. Cook the vegetables, such as pumpkin, squash, and sweet potatoes, until done.
 - b. Cool thoroughly.
 - c. Pack into freezer containers leaving 1.3cm (1/2 in.) headroom for pints, 1.8cm (3/4 in.) for quarts.
6. Seal the containers securely by using tape, twist ties, or tight-fitting lids.
 7. Label the containers with the name of the product and the date of freezing.
 8. Place the containers in the freezer. Spread out as much as possible in the coldest part of the freezer.

Characteristics of Frozen Vegetables

The vegetables prepared for freezing should be free of soil, insects, and blemishes. The vegetables should be blanched and packaged in moisture-vapor-proof containers.

Student Self-Check**FREEZING FRESH FRUITS AND VEGETABLES**

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those on p. 17.

1. Why should you avoid using thin plastic refrigerator storage bags or cartons from other foods when freezing?
2. Frozen foods will keep safely
 - a. 2-4 months
 - b. 2 years
 - c. 8-12 months
3. Why should you shake the basket several times during blanching?
4. Why should you use an ascorbic acid solution on fruits before freezing and during thawing?
5. Name three of the four methods for packing fruits.
6. Name three vegetables which can be fully cooked before freezing.

Student Information**DRYING AND DEHYDRATING FRUITS AND VEGETABLES**

Drying foods is the process of removing the water content. Drying foods in the sun is the oldest method of food preservation. Dehydration refers to foods dried by other methods such as drying in the oven or in a dehydrator.

Drying or dehydrating foods produces lightweight products that are easily stored in moisture proof containers. Dried or dehydrated foods take up a small

amount of space when stored. They are nutritious and flavorful. Dried or dehydrated fruits and vegetables are a popular food for campers, hikers, and backpackers because of the above mentioned factors.

Microorganisms that need moisture for growth cause food spoilage. When the moisture is removed from the food through drying or dehydrating, the food is preserved. Vegetables need to be dried completely in order to be preserved. Fruits have a high sugar content and may retain more moisture than vegetables. The high sugar content acts as a preservative. Drying or dehydrating should be done as quickly as possible and at a temperature that will not cause a loss of flavor, texture, and color. Refer to a reference for the recommended time for drying specific fruits or vegetables. When dried or dehydrated correctly, the fruits or vegetables will keep for months if stored properly.

Selecting Fruits and Vegetables to Dry

Vegetables selected for drying or dehydrating should be young, tender, fresh, and of prime quality. Fruits should be ripe enough for good eating.

Vegetables that are often dried include the following:

- green beans
- shucky beans
- carrots
- corn
- legumes
- onions
- green peppers
- sweet potatoes

Fruits that are often dried include the following:

- apples
- berries
- cherries
- grapes
- peaches
- apricots

- pears
- plums
- tomatoes

Some fruits and vegetables are dried or dehydrated whole, in halves, in quarters, in slices, or pureed for a leather.

Preparing Vegetables for Drying

To prepare vegetables for drying, follow the steps listed below:

1. Assemble the necessary equipment and supplies:
 - Vegetables
 - Vegetable brush
 - Drainer
 - Paper towels or clean, dry cloths
 - Paring knife
 - Blancher
 - Tray with a screened bottom or a cookie sheet that has sides
 - Cheesecloth
 - Dehydrator, if available
 - Food reference
2. Wash the vegetables thoroughly and drain.
3. Prepare the blancher and blanch the vegetables according to the directions in the food reference.
4. Drain the blanched vegetables well and dry them with a clean cloth or paper toweling.
5. Dry the vegetables according to one of the methods suggested under Drying or Dehydrating Vegetables and Fruits in this Student Information.

Preparing Fruits for Drying

To prepare fruits for drying, follow the steps listed below:

1. Wash the fruits thoroughly and drain.
2. Sort and discard bruised or overripe fruits.

3. Peel and core the fruits, as necessary. Some fruits can be dried whole such as berries.
4. Slice larger fruits into halves, quarters, or slices.
5. Treat light-colored fruits that tend to darken by using one of the following methods:

Sulfur Solution

- a. Prepare a solution of sodium metabisulfite and water. (Refer to a food reference for the exact proportions.)
- b. Soak the fruit in the solution for 15 minutes.
- c. Drain the fruit thoroughly.

Salt Solution

- a. Prepare a solution of salt and water. (Refer to a food reference for the exact proportions.)
 - b. Soak the fruit in the solution for 15 minutes.
 - c. Drain the fruit thoroughly.
6. Dry the fruits according to one of the methods suggested under Drying or Dehydrating Vegetables and Fruits in this Student Information.

To prepare fruit leather, follow the steps listed below.

1. Select ripe fruits.
2. Wash the fruits thoroughly and drain.
3. Remove the pits, cores, seeds, and skins, as desired.
4. Cut the fruits into chunks.
5. Place the chunks of fruit in a blender, food chopper, or a food processor. Add 15 ml (1 tbsp) lemon juice to each 1 L (1 qt) of light colored fruit. Chop, blend, or grind the fruit until a thick puree is formed.

6. Pour the puree onto a cookie sheet or flat baking pan that has sides or onto the dehydrator tray that has been lined with plastic wrap or waxed paper. The puree should be spread evenly in the pan or tray. It should be no more than 6 mm ($\frac{1}{4}$ inch) deep.
7. Dry the fruit puree according to one of the methods suggested under Drying and Dehydrating Vegetables and Fruits in this Student Information.
3. Heat the oven to its lowest temperature setting.
4. Rotate the tray of food periodically to help the foods dry evenly.
5. Dry for the time specified in the food reference.

Dehydrating in a Dehydrator:

1. Spread the prepared foods in a single layer on the dehydrator tray.
2. Place the tray in the dehydrator.
3. Read the directions for operating in the use-and-care manual for the dehydrator.
4. Dry the food for the time recommended for the particular food. Refer to the chart in the dehydrator use-and-care manual.

Drying or Dehydrating Vegetables and Fruits

Vegetables and fruits can be dried in the sun or in an oven or dehydrator. After the vegetables and fruits are prepared for drying or dehydrating, use one of the following methods for drying. When dried, vegetables will feel dry and brittle and fruits will feel leathery.

Sun drying:

1. Spread the prepared foods in a single layer on a tray, preferably one that has a screen bottom which allows air circulation.
2. Cover the tray of food with a piece of cheesecloth and place the covered tray in direct sunlight.
3. Stir the food occasionally to ensure drying.
4. Bring the foods indoors during the night. Dew causes the food to become moist again thus taking it longer to dry.

Oven dehydrating:

1. Spread the prepared foods in a single layer on a cookie sheet that has sides.
2. Place the tray on the oven rack.

Storing the Dried or Dehydrated Food

Cool the food thoroughly if you used an oven or a dehydrator for dehydrating the foods. Then, pack the dried or dehydrated fruits and vegetables in insect and moisture proof containers. Seal, label, and store the containers in a cool, dry, dark place.

For fruit leather, roll the leather in the lining paper. Store it in a moisture proof container in the refrigerator.

Student Self-Check**CANNING
ANSWERS**

1. canned, frozen, dried or dehydrated, pickled, smoked
2. availability
3. discarded or thrown away
4. --steam pressure method
--hot water bath method
5. contents and date of canning
6. cool, dark, airy
7. cooked or uncooked
8. hot or cold (or raw)
9. vinegar, salt, and water
10. use-and-care manual

Student Self-Check**FREEZING FRUITS AND VEGETABLES
ANSWERS**

1. These are not moisture-vapor-proof and will cause foods to dry out.
2. c. 8-12 months
3. To make sure all fruits and vegetables are uniformly exposed to the steam.
4. To keep fruits from discoloring
5. --Unsweetened dry pack
--Dry sugar pack
--Unsweetened wet pack
--Syrup pack
6. Pumpkin, squash, sweet potatoes, apples

FOODS - NUTRITION

PREPARING DEHYDRATED AND STEAMED VEGETABLES AND FRUITS

INTRODUCTION

Fruits and vegetables provide a variety of vitamins and nutrients. Whatever form--fresh, canned, frozen, or dehydrated--they should be prepared so that the color, texture, shape, and nutrients are retained. Steaming is one cooking method that preserves these characteristics in fruits and vegetables. In this module you will learn how to steam vegetables and fruits. You will also learn how to prepare dehydrated (dried) fruits and vegetables.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to ingredients and equipment, steam vegetables and/or fruits.
- (2) Given access to ingredients and equipment, prepare dehydrated vegetables and/or fruits.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and prepare steamed vegetables and fruits and dehydrated vegetables and fruits using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW the slide-tape presentation, F-22, "Steaming Vegetables and Fruits,"
(and/or) _____.
2. READ and STUDY about steaming vegetables and fruits and dried vegetables and fruits in references provided by your instructor,
(and/or) _____.
3. READ Student Information, STEAMING VEGETABLES AND FRUITS, pp. 3-4,
(and/or) _____.
4. OBSERVE your instructor steam a vegetable or fruit,
(and/or) _____.
5. COMPLETE Student Self-Check, STEAMING VEGETABLES AND FRUITS, p. 4.
6. READ Student Information, DEHYDRATED VEGETABLES AND FRUITS, pp.4-5,
(and/or) _____.
7. COMPLETE Student Self-Check, DEHYDRATED VEGETABLES AND FRUITS, p. 5.
8. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information

STEAMING VEGETABLES AND FRUITS

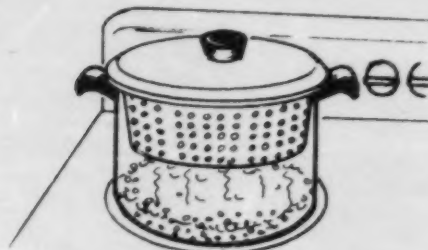
We depend upon vegetables and fruits for vitamins, minerals, and to add bulk to the diet. Vegetables are cooked to soften the cellulose or fiber, to cook the starch, and to improve the flavor. Steaming for the minimum amount of time insures the most efficient cooking method for retention of color, shape, texture, and nutrients. Before cooking, vegetables and fruit should be washed to remove dirt and bacteria.

Cooking Fruits and Vegetables in a Steamer

To steam vegetables and fruits use a steamer pan or a basket which will fit in a covered pan. Follow the procedures listed below:

1. Prepare the vegetable or fruit for cooking. Clean thoroughly and cut into the desired size pieces.
2. Put 2.5 cm (about 1 in.) of water in the pan to boil.
3. Place the vegetable or fruit in the steamer basket.
4. Place the basket over boiling water. (Only the steam—not the water—should touch the food. The nutrients will be lost in the water if the vegetables or fruits touch the water.)
5. Cover the pan and cook until tender but not mushy. (Steaming requires only a short cooking time. Check your recipe book for the exact time for the food being steamed.)

CAUTION: Steam can cause serious burns. Be extremely careful in removing the lid from the pan.



Steaming Fruits or Vegetables in a Pressure Saucepan:

Steaming in a pressure saucepan saves nutrients and time. Before using the pressure saucepan you must study the use-and-care manual for the saucepan you are going to use. General procedures for pressure steaming are listed below:

1. Prepare the fruit or vegetable for cooking.
2. Read the use-and-care manual to determine if the desired vegetable or fruit can be pressure steamed.



3. Observe all safety rules given in the manual. (This is very important.)
4. Pour required amount of water in the saucepan according to the instructions in the manual.

5. Place the vegetable or fruit in the saucepan.
6. Place the lid on the saucepan. Be sure the cover drops into position and locks into place.
7. Place pressure regulator firmly on vent pipe according to the use-and-care manual instructions.
8. Place the saucepan over the heat. Check the use-and-care manual to know when cooking time starts.
9. When the pressure regulator begins to jingle, reduce the heat.
10. Cook for the length of time specified by the pressure saucepan manual.
11. After specified time:
 - a. Remove the pan from the heat or turn off the heat.
 - b. Let the pressure drop on its own.
 - c. Set the saucepan aside to cool.
 - d. Run cold water over the saucepan lid to help it cool.
12. When pressure is completely reduced, remove the pressure regulator. Always remove the pressure regulator before opening the cover.
12. Remove the cover by reversing the procedure used in putting it on.
13. Remove the pressure-steamed food.

Characteristics of Steamed Vegetables and Fruits

Steamed vegetables and fruits should retain their shape and color. They should be firm and not mushy. Steamed vegetables and fruits should be easy to cut.

Student Self-Check

STEAMING VEGETABLES AND FRUITS

Directions: On a separate sheet of paper, number from 1-7. Fill in the blanks with the term(s) that best completes each statement. Compare your answers with those provided on p. 6.

1. To prevent loss of nutrients, vegetables and fruits should be cooked with a minimum of _____.
2. Overcooking of vegetables and fruits can cause loss of _____, _____, and _____.
3. A method in which vegetables are cooked over boiling water for a short period of time is called _____.
4. All vegetables and fruits should be washed _____ carefully _____ to prevent _____.
5. A basket or _____ is used to hold foods that are to be steamed.
6. In addition to a steamer, a _____ can be used for steaming.
7. A very important step in using the pressure saucepan is to _____.

Student Information

DEHYDRATED VEGETABLES AND FRUITS

Dehydrated vegetables and fruits are those which have been preserved by removing the moisture. Another term for dehydrated is "dried." Dried apples, apricots, and raisins (dried grapes) are popular for snacks and desserts. Dried vegetables such as potatoes and onions are often found in convenience foods, sauce mixes, and dried soups. Dried beans and instant potatoes are also dehydrated foods.

To cook dehydrated fruits and vegetables, follow the steps below:

1. Read the directions for cooking on the package.
2. Some dried foods should be soaked before cooking. To soak dried foods, follow one of the methods listed:
 - a. Cover the dried food with water. Boil for two minutes. Turn the heat off and allow the dried food to soak one hour, OR
 - b. Soak the dried food in cold water for several hours or overnight, OR
 - c. Soak the dried food in hot water for about 1 hour.
3. Complete the cooking process as directed on the package, using the water in which the food soaked for the cooking liquid. (This retains the nutrients dissolved in the water during soaking.)
4. Add seasonings as desired.

Characteristics of Prepared Dehydrated Fruits and Vegetables

When cooked, dehydrated fruits and vegetables should retain their shape and be easy to cut. They should not be mushy.

Student Self-Check

DEHYDRATED VEGETABLES AND FRUITS

Directions: On a separate sheet of paper answer the questions below. Check your answers with those provided on p. 6.

1. Define dehydrated foods.
2. Name two vegetables and fruits which can be successfully dried.

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Student Self-Check**STEAMING VEGETABLES AND FRUITS
ANSWERS**

1. water
2. color, texture, shape
3. steaming
4. bacterial growth
5. steamer pan
6. pressure saucepan
7. Read the use-and-care manual and observe the proper safety rules.

Student Self-Check**DEHYDRATED VEGETABLES AND FRUITS
ANSWERS**

1. Dehydrated foods are those foods from which the moisture has been removed for preservation purposes.
2. Any two of the following: apples, grapes, potatoes, onions, celery, bananas, etc.
3. Dried foods may be soaked by:
 - (a) Pouring boiling water over them and allowing them to soak.
 - (b) Boiling for two minutes; then soaking for one hour.
 - (c) Soaking in cold water for several hours or overnight.
4. Loss of nutrients can be prevented by cooking the vegetable or fruit in the water in which they were soaked.

FOODS - NUTRITION

SELECTING AND STORING FRESH FRUITS AND VEGETABLES

INTRODUCTION

Fresh fruits and vegetables are good sources of minerals and vitamins needed daily in your diet. It is important to know how to select good quality to get the most for your money. In this module you will learn how to select fresh fruits and vegetables. You will also learn how to store perishable foods.

Complete those learning activities which will help you accomplish the task of the objective.

OBJECTIVE

Given a test about selecting and storing fresh fruits and vegetables, answer the questions.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain the Check-Out Activity Sheet, SELECTING AND STORING FRESH FRUITS AND VEGETABLES, from your evaluator. Answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

LEARNING ACTIVITIES

1. STUDY Student Information, FRUITS AND VEGETABLES: A STOREHOUSE OF VITAMINS, p. 3,
(and/or) _____.
2. COMPLETE Student Self-Check, FRUIT AND VEGETABLE FIND, p. 3.
3. STUDY Student Information, SELECTING AND PURCHASING FRESH FRUIT, p. 4,
(and/or) _____.
4. COMPLETE Student Self-Check, FRESH FRUIT, p. 4.
5. STUDY Student Information, SELECTING AND PURCHASING FRESH VEGETABLES, pp. 4-5,
(and/or) _____.
6. COMPLETE Student Self-Check, FRESH VEGETABLES, p. 5.
7. STUDY Student Information, STORING FRESH FRUITS AND VEGETABLES, pp. 5-6,
(and/or) _____.
8. COMPLETE Student Self-Check, STORING FRESH FRUITS AND VEGETABLES, p. 6.
9. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front cover.

Student Information**FRUITS AND VEGETABLES:
A STOREHOUSE OF VITAMINS**

Fruits and vegetables should be a part of each day's menu. Along with supplying texture and color to a meal, fruits and vegetables supply important vitamins.

Vitamins perform many vital functions relating to growth and health. They also provide the body with "glow power"--including clear skin and shiny hair.

Vitamins A and C are the two major vitamins found in fruits and vegetables. Vitamin C is needed daily because it is not stored by the body.

Vitamin A

Vitamin A is found in:

--dark green fruits and vegetables such as green beans, watermelon, peas, and broccoli.

--deep yellow fruits and vegetables such as peaches, apricots, carrots, and pumpkin.

It provides nutrients for:

--good night vision
--normal growth
--healthy skin
--fighting infections
--regular elimination

Vitamin C

Vitamin C is found in:

--dark green vegetables such as green peppers, broccoli, and leafy greens.
--citrus fruits and other fruits and vegetables such as oranges, grape fruit, strawberries, and tomatoes.

It provides nutrients for:

--strengthening blood vessels
--holding body cells together

--helping cuts, broken bones, and bruises to heal
--prevention of infection

Most fresh fruits and vegetables are low in calories and are almost fat-free. They also contain fiber. Adding fiber to the diet is believed by many experts to reduce intestinal disorders.

For these reasons and for good eating, the natural goodness of fruits and vegetables is important.

Student Self-Check**FRUIT AND VEGETABLE FIND**

Directions: On a separate sheet of paper, number from 1-6. Read each of the statements below. Then find the answer in the letters that follow each statement. Write your answer on your paper. Check your answers with those on p. 8.

1. Fruits and vegetables provide these essential nutrients.
XAZLOOBKCCZVITAMINSRTZL
2. Peaches and apricots are examples of this type of fruit.
AZKRDTDEEPYELLOWFZLAMT
3. Vitamins are necessary for your body to have this.
LOFGLOWPOWERNGESF
4. Along with natural elimination, shiny hair, and clear skin, this is a benefit of vitamins.
FNOFFIGHTINFECTIONACTR
5. Vitamin C is not _____ by the body.
FLSTOREDPNZAOUPTMVZXO
6. The main source of vitamin C is in this type of fruit.
XFMARWILTRTKCITRUSKLM

Student Information**SELECTING AND PURCHASING
FRESH FRUIT**

Knowing how to select fresh fruits will mean better quality food for you and a saving of money.

Selecting Fruits

1. Look for fruits which are ripe. They will have a pleasant smell. Ripening also improves the flavor.
2. Choose fruits which are of characteristic size. Ripe fruits will have reached their fullest size. These are called "mature" fruits. "Immature" fruits are small for their size. Heaviness means fruits are juicy.
3. Fruit should be well-shaped. Every fruit has its own unique shape.
4. Fruit should be firm and plump. If pressed gently, the fruit will be soft enough to give slightly under the pressure.
5. Select fruits that are of characteristic color. Most fruits should have little or no green color. One should recognize "regreening," however. Bright lights in the produce department can cause regreening.

This often happens to the skin of ripe oranges and does not affect their eating quality since they are fully ripe when picked.

6. Buy fruits that are not overpriced according to the current market.

Purchasing Fruits

1. Buy ripe fruit for eating raw.
2. Buy slightly underripe fruit for cooking.

3. Buy fruit during the peak season when possible.
4. Buy only what you need and will use during the storage life of the fruit unless the fruit can be preserved.
5. Handle fruit carefully to avoid damaging.

Student Self-Check**FRESH FRUITS**

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those on p. 8.

1. Name three characteristics of good fruit.
2. Explain the difference between "mature" and "immature" fruits.
3. What often happens to the skin of ripe oranges under the lights in the produce department of the grocery?
4. When is fruit best for eating raw?
5. When can fruit be bought the most economically?

Student Information**SELECTING AND PURCHASING
FRESH VEGETABLES****Selecting Vegetables**

1. Choose vegetables that are of characteristic color. The deeper the color of green and yellow vegetables, the more nutrients present.
2. Select vegetables in good condition. Vegetables should be solid and at the peak of maturity. Vegetables usually do not mature in storage.

3. Choose those of medium size. Extra large vegetables may be overmature, coarse, and of poor flavor. Small vegetables may be immature and lacking in flavor.
4. Look for crispness. Vegetables are crisp when fresh.
5. Shop for the right price. Buy vegetables that are not overpriced according to the current market.

Guidelines for Buying Vegetables

1. Buy only what you can use before it spoils. Fresh vegetables are best when used within 2-5 days. Root vegetables last one to several weeks.
2. Choose from loose vegetables rather than prepackaged vegetables for better selection.
3. Compare the prices of buying in bulk as opposed to smaller quantities.
4. Handle the vegetable gently to avoid bruising.
5. Do not buy vegetables with signs of poor quality:
 - Wilted or shriveled appearance
 - Bruised surface
 - Soft spots
 - Decayed spots
 - A color which is not characteristic of the vegetable

Student Self-Check

FRESH VEGETABLES

Directions: On your own sheet of paper, answer the following questions. Check your answers with those on p. 8.

1. Name three characteristics of good vegetables.
2. How long do fresh vegetables last?

3. Name three signs of poor quality that indicate vegetables you should avoid buying.
4. Why should you buy medium-size vegetables instead of extra large or small ones?

Student Information

STORING FRESH FRUITS AND VEGETABLES

Fresh fruits and vegetables are called produce. Most produce will need to be washed before storage or before using. It has usually been exposed to insecticides, sand, dirt, insects, and micro-organisms. After gathering the produce or buying it at the grocery or market, follow these steps:

1. Sort all fruits and vegetables. To avoid bruising, handle the produce as little as possible.
2. Wash most fruits and vegetables thoroughly and dry them before storing. Observe the following points:
 - a. Fill sink two-thirds full of cool water. Change water as often as necessary so that all the produce is washed in clean water.
 - b. Scrub root vegetables with a brush, being careful not to damage the produce. Root vegetables include turnips, carrots, celery, parsnips, etc. Potatoes and onions must be cleaned if gathered from the garden. (Potatoes and onions bought at the grocery store usually have been cleaned.) Dry thoroughly before storing in a cool, dark place.
 - c. Wash green, leafy vegetables a few at a time. Drain in a colander or wire basket. Shake off the excess moisture.

3. After washing perishable produce, wrap them in old, clean towels or in paper towels and store.
 - a. Store perishable produce in a crisper or vegetable drawer (this is called the hydrator by some refrigerator makers).
 - b. Fill the crisper drawer only two-thirds full.
 - c. Do not let the fresh produce have any standing water in the containers. Keep it damp only.
4. Berries should not be washed until you are ready to use them. Spread them out on a tray or in a pan, refrigerate uncovered, and use in two or three days.
5. Some fruits and vegetables do not need refrigeration immediately.
 - a. Bananas should not be washed, nor should they be stored in the refrigerator until ripe. They darken when refrigerated.
 - b. Citrus fruits will keep for 3-5 weeks if kept in a cool, damp place.
 - c. Pears and peaches will keep for three weeks if kept in a cool, dry place.
 - d. Some varieties of apples, when wrapped individually and stored in a cool, dry place, will keep for months.
 - e. White potatoes, sweet potatoes, onions, winter squash, and rutabagas need no refrigeration if kept in a cool, dry place.
 - f. Melons will keep for a week in a cool, dry place.
6. Foods with strong odors such as onions, cantaloupes, and pineapples need special attention.
 - a. Store in tightly closed plastic bags.
 - b. Store each kind separately.
7. Use the most perishable and ripest fruits and vegetables first.
8. After fruits or vegetables have been cut, cover with plastic or a tight fitting lid to prevent loss of moisture.
9. Check the vegetable and fruit drawer daily to make sure there is no spoiled food. If food has passed its peak of ripeness, use immediately or throw away.

Student Self-Check

STORING FRESH FRUITS AND VEGETABLES

Directions: On a separate sheet of paper, answer the questions below. Check your answers with those on p. 8.

1. _____ is a fruit which darkens if stored in the refrigerator.
2. To avoid _____, handle fruits and vegetables as little as possible.
3. Name two fruits and two vegetables which do not have to be refrigerated.
4. Refrigerated fruits and vegetables must be _____ and _____ before putting into vegetable drawer, plastic bags, or covered containers.

Student Self-Check**FRUIT AND VEGETABLE FIND
ANSWERS**

1. vitamins
2. deep yellow
3. "glow power"
4. fight infection
5. stored
6. citrus

Student Self-Check**FRESH FRUIT
ANSWERS**

1. --good aroma
--right size
--well-shaped
--firm
--right color
--right price
2. Mature fruits are ripe fruits that have reached their fullest size. Immature fruits are small for their size.
3. regreening
4. when it is ripe
5. during the peak season

Student Self-Check**FRESH VEGETABLES
ANSWERS**

1. --good color
--good condition
--medium size
--crisp
--right price
2. 2 to 5 days
3. --wilted or shriveled
--damaged or bruised
--soft spots
--discolored
--decay
4. Extra large vegetables may be over-ripe, coarse, and of poor flavor. Small ones are immature and lack flavor.

Student Self-Check**STORING FRESH FRUITS
AND VEGETABLES
ANSWERS**

1. Bananas
2. bruising
3. Fruits - bananas, apples, citrus fruits
Vegetables - onions, potatoes, winter squash
4. clean and dry

FOODS - NUTRITION

BAKING VEGETABLES AND FRUITS

INTRODUCTION

Baking vegetables and fruits is a good way to cook them and still retain their flavor and nutrients. Baking them whole in their skins holds the steam needed to soften the fibers. Others may be peeled and cut into pieces and baked in a sauce to add flavor. In this module you will learn how to bake vegetables and fruits. You will also learn how to make a casserole using fruits or vegetables.

Complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given access to recipe books, ingredients and equipment, bake a vegetable or a fruit.
- (2) Given a recipe and access to ingredients and equipment, make a casserole using fruits or vegetables.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and bake a vegetable or a fruit and/or a fruit or vegetable casserole using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW a slide-tape presentation, F-25, "Baking Vegetables and Fruits,"
(and/or) _____.
2. STUDY the Student Information, BAKING VEGETABLES AND FRUITS, p. 3,
(and/or) _____.
3. RESEARCH information about cooking vegetables and fruits and about those which
can be baked without precooking in references and/or recipe books provided by
your instructor,
(and/or) _____.
4. OBSERVE a demonstration on baking potatoes and apples,
(and/or) _____.
5. COMPLETE Student Self-Check, BAKING A VEGETABLE OR FRUIT, p. 3.
6. CHECK references and/or recipe books for casserole recipes. LIST vegetables and
fruits that can be used in a baked casserole,
(and/or) _____.
7. READ Student Information, VEGETABLE AND FRUIT CASSEROLES, p. 4,
(and/or) _____.
8. COMPLETE Student Self-Check, CASSEROLES, pp. 4-5.
9. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
10. ARRANGE with the instructor to complete this module by going through the
CHECK-OUT ACTIVITIES listed on the front cover.

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Student Information**BAKING VEGETABLES AND FRUITS**

Cellulose is the fibrous part of plants that is not broken down by the digestive system. It adds bulk to the diet which aids in body elimination. In cooking fruits and vegetables, the amount of cellulose influences the choice of cooking method. Baking is a good choice because it softens the cellulose without loss of nutrients.

The heavy skin on fruits and vegetables helps to hold steam needed to soften cellulose. It also protects flavor. Oil or fat rubbed into vegetable skins makes the skin more tender. Combining fruits and vegetables helps to blend flavors. For example, try these combinations: (a) green beans and new potatoes, (b) acorn squash and apples, and (c) apricots and pineapple.

Fruits and vegetables can be baked whole, peeled, or cut into pieces. To prevent bursting of whole fruit or vegetable, cut away a thin strip of skin around the center or pierce with a knife or fork before baking.

Avoid overcooking fruits and vegetables. Overcooking causes loss of nutritive value but no loss of calories.

Steps in Baking Vegetables and Fruits

1. Select an appropriate recipe for the occasion and the available fruits and vegetables.
2. Select ingredients of good quality and in amounts called for in the recipe.
3. Choose the size pan or casserole dish specified in the recipe.
4. Prepare the ingredients exactly as directed in the recipe.
5. Measure the ingredients accurately.
6. Combine the ingredients as directed in recipe.
7. Bake at the recommended temperature for the specified time.
8. Test for doneness by piercing the skin of the vegetable or fruit with a fork or squeeze for softness.
9. Slit the skin so steam can escape as soon as the vegetables and/or fruits are done. This keeps them from becoming soggy.
10. Serve immediately to retard loss of vitamin C.

Student Self-Check**BAKING A VEGETABLE OR FRUIT**

Directions: On a separate sheet of paper, number from 1-6. Read the sentences. Then select the word(s) in the bottom list that matches each sentence in the top list. Place the letter of the word(s) beside the number of the sentence. Check your answers with those on p. 6.

1. Choosing the correct size is important for tested recipe.
 2. It can be softened by baking.
 3. It causes loss of nutrients.
 4. It remains the same when baked.
 5. This process prevents sogginess of vegetables or fruits by allowing the steam to escape.
 6. It makes the vegetable skins more tender.
- a. Overcooking
 - b. Cellulose
 - c. Baking pan or dish
 - d. Slitting the skin
 - e. Calorie count of fruit or vegetable
 - f. Rubbing with oil or fat
 - g. Combining

Student Information**VEGETABLE AND FRUIT
CASSEROLES**

A casserole is a combination of foods which is baked and served in the same dish or pan. Casseroles are easy to prepare, cook, serve and clean up. They save time, energy, and money. They can be prepared in advance and refrigerated or frozen. Some casseroles can be served as one-dish meals.

There are two terms often used in casserole cooking that may be new to you:

Scalloped - ingredients baked in a milk base mixture or sauce (sometimes spelled "escaloped").

Au gratin - topped with cheese and/or crumbs

Casseroles should be thoroughly cooked before serving. They may be cooked in one large dish or in individual dishes. The meal is served directly from the large dish. The individual baking dishes may be served directly to the individual diners.

Some suggestions of fruits and vegetables which can be used in casseroles are:

Fruits

Apples
Pineapples
Cranberries
Apricots
Peaches
Pears
Blueberries
Cherries

Vegetables

Cabbage
Carrots
Cauliflower
Celery
Corn
Eggplant
Onions
Potatoes (white or sweet)

Turnips
Spinach
Rice
Squash
Tomatoes
Green beans
Peas
Broccoli
Asparagus

Some suggested toppings and sauces for casseroles are:

Grated cheese
Bread crumbs
Molasses
Brown sugar
Spices
Jelly or jam
Mustard
Barbecue sauce
Coconut
Bacon
Sliced tomatoes
Undiluted canned soups
White sauce

Read (1) and (2) on the Evaluator's Final Checklist, p. 7, to check the characteristics of successfully baked fruits, vegetables, and casseroles.

Student Self-Check**CASSEROLES**

Directions: On a separate sheet of paper, number from 1 to 9. Beginning with number 1 and ending with number 9, write the letters "C-A-S-S-E-R-O-L-E." Use these letters as clues to complete each sentence in the left column. Check your answers with those on p. 6.

C
A
S
S
E
R
O
L
E

1. _____ are easy one-dish meals.
2. Topping with cheese and crumbs is known as _____.
3. Foods baked in a milk sauce are _____.
4. Casseroles may be _____ from the oven to the table.
5. Since casseroles may be one-dish meals, cleaning up after a meal is _____.
6. There are a lot of _____ for vegetable and fruit casseroles.
7. Since casseroles are _____ dish meals, different vegetable and/or fruit combinations can be used.
8. _____ of nutrients can be prevented by serving immediately.
9. In recipe books scalloped is sometimes referred to as _____.

Student Self-Check**BAKING A VEGETABLE OR
FRUIT
ANSWERS**

1. C
2. B
3. A
4. E
5. D
6. F

Student Self-Check**CASSEROLES
ANSWERS**

1. Casserole
2. Au gratin
3. Scalloped
4. Served
5. Easy
6. Recipes
7. One
8. Loss
9. Escalloped

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FOODS - NUTRITION

BROILING VEGETABLES AND FRUITS

INTRODUCTION

Broiling is a method of cooking by direct heat. This method is quick, uses little fat, and preserves nutrients. In this module you will learn how to broil fruits and vegetables.

Complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given access to ingredients and equipment, broil vegetables and fruits.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and broil vegetables and/or fruits using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW slide-tape presentation, F-26, "Broiling Vegetables and Fruits,"
(and/or) _____.
2. READ Student Information, BROILING VEGETABLES AND FRUITS, p. 3,
(and/or) _____.
3. COMPLETE Student Self-Check, BROILING VEGETABLES AND FRUITS, p. 3.
4. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
5. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

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Student Information**BROILING VEGETABLES AND FRUITS**

Broiling vegetables and fruits is a quick and easy way to cook them. The nutrients, texture, and flavor are preserved. Some vegetables and fruits should be pre-cooked. Check your recipe about pre-cooking before starting to broil the vegetable or fruit.

To broil vegetables or fruits, follow the steps listed below:

1. Assemble the necessary supplies:
 - Recipe
 - Vegetable or fruit
 - Broiler pan with rack
 - Pastry brush
 - Fork or pancake turner
 - Other ingredients such as sugar, seasoned crumbs, or grated cheese.
2. If necessary, wash the vegetables or fruits thoroughly.
3. Use the following procedures for broiling vegetables or fruits:
 - a. Vegetables
 - (1) Place the vegetables on a greased broiler pan.
 - (2) Brush the vegetables with butter or margarine.
 - (3) Place about 7-10 cm (3-4 inches) from the heat source; broil.
 - (4) When brown and tender, turn vegetables with a fork or pancake turner. Brush with butter or margarine.
 - (5) Broil the second side until brown.
 - (6) Remove from the heat source as soon as the vegetable is done.
 - b. Fruits
 - (1) Place the fruit on the rack of a broiler pan.
 - (2) Brush the fruit with melted butter or margarine.
 - (3) Sprinkle the fruit with granulated or brown sugar or seasoned crumbs.

- (4) Place the broiler pan several centimeters (inches) from the heat source; broil until the fruit is thoroughly heated and lightly browned.
- (5) Remove the fruit from the heat source as soon as it is done.

Vegetables and Fruits Suitable for Broiling

- Tomatoes
- Eggplant
- Squash
- Onions
- Green pepper
- Pre-cooked potatoes
- Pre-cooked carrots
- Grapefruit
- Bananas
- Canned pears
- Canned peaches
- Oranges

Refer to the Evaluator's Final Checklist, p. 5, to determine the characteristics of successfully broiled vegetables and fruits.

Student Self-Check**BROILING VEGETABLES AND FRUITS**

Directions: On a separate sheet of paper, answer the following fill-in-the-blank statements. Check your answers with those on p. 4.

1. When broiling fruits, you may sprinkle them with seasoned ____.
2. Remove the ____ from the oven as soon as the food is cooked.
3. When broiling vegetables, place the broiler pan about ____ from the heat source.
4. When broiling fruit, sprinkle them with granulated or brown ____.
5. When broiling vegetables, brush with ____.

Student Self-Check

**BROILING VEGETABLES AND FRUITS
ANSWERS**

1. crumbs
2. broiler pan (or food)
3. 7-10 cm (3-4 inches)
4. sugar
5. butter or margarine

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FOODS - NUTRITION

FRYING EGGS

INTRODUCTION

Eggs are staple in the American diet. They are eaten at any meal as a main dish or a snack. Eggs are also used as ingredients in many recipes. They are relatively inexpensive and provide many of the nutrients necessary for a healthy body. There are many ways to cook eggs. In this module you will learn how to fry eggs.

Complete those learning activities in the module which will help you accomplish the task of the objective.

OBJECTIVE

Given an egg, butter or other fat, and access to equipment, fry the egg by one of the following methods: country style, over-easy, or sunny-side up.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete each task according to the steps listed in the Evaluator's Final Checklist. Obtain ingredients and equipment and fry an egg as indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ Student Information, SELECTING EGGS, pp. 3-4,
(and/or) _____.
2. COMPLETE Student Self-Check, SELECTING EGGS, p. 4.
3. READ Student Information, EGG COOKERY, pp. 4-5,
(and/or) _____.
4. STUDY Student Information FRYING EGGS, pp. 5-6. OBSERVE a demonstration of
the three methods of frying eggs,
(and/or) _____.
5. VIEW the slide-tape presentation, F-28, "Frying Eggs,"
(and/or) _____.
6. COMPLETE Student Self-Check, FRYING EGGS, p. 6.
7. WORK with your instructor to plan and carry out a related FHA/HERO activity,
(and/or) _____.
8. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the *front* cover.

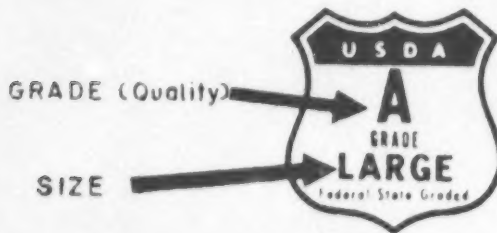
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Student Information

SELECTING EGGS

Eggs may be substituted for meat in meal planning. They are a source of complete protein, vitamins, minerals, and fats. They are rated with milk as a nutrient-rich food.

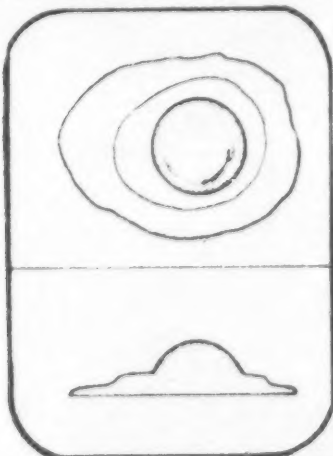
Sizes and grades are shown on a shield placed on the egg carton or on the tape that seals the carton. Sizes and grades are determined by standards set by the United States Department of Agriculture.



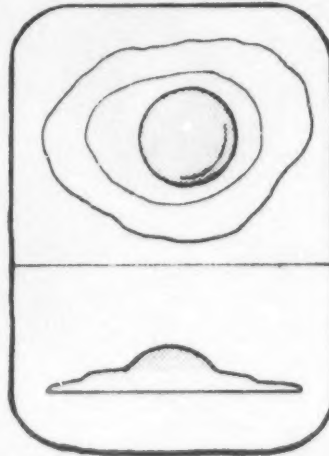
Grades of Eggs

Grades of eggs are determined by candling. Candling is the process of passing the egg in front of a strong light beam to see the quality of the white and the yolk. The grades are listed below:

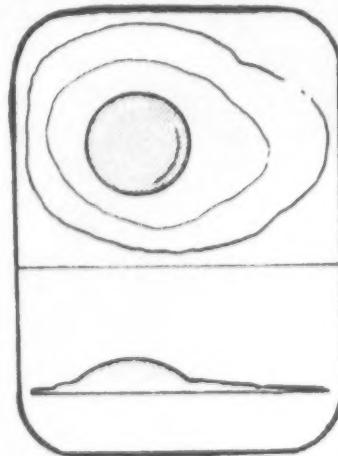
Grade AA - The highest quality. A thick white covers a small area and stands high around a high, firm yolk.



Grade A - A thick white covers a moderate area; a thin white covers a small area. The yolk is high and firm.



Grade B - The white and the yolk are thin and spread out. The yolk is easily broken.



Sizes of Eggs

The size of the eggs in the carton are noted on the shield. The points to remember about the sizes of eggs are listed below.

1. Egg size is determined by weight per dozen.

2. Sizes are:

- Jumbo
- Extra Large
- Large
- Medium
- Small
- Peewee

3. Size has nothing to do with freshness, flavor, or nutritional value.
4. Size may indicate the price of the eggs. Larger eggs are usually more expensive, but the price is determined by the availability of the size.

Egg Buying Hints

1. Buy refrigerated eggs only. Eggs lose their quality very fast at room temperature.
2. Choose the size and grade according to how you plan to use the eggs. Most recipes are based on medium and large eggs.
3. Open the egg carton at the store to check for broken or cracked eggs. A cracked egg is an excellent place for bacteria to grow. Buy only clean, uncracked eggs.

Egg Storing Hints

1. Refrigerate eggs as soon as possible.
2. Store eggs in a covered container with the large ends up.
3. Eggs should not be washed. They have a protective coating which helps to keep them fresh. If soiled, wash just before using.
4. If you wish, check eggs for freshness at home. Put the eggs in a bowl of water. A fresh egg will sink. As the egg ages, the large end will begin to come to the surface. A spoiled egg will float.

Student Self-Check**SELECTING EGGS**

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers against those suggested on p. 7.

1. Who sets the standards for the grading and sizing of eggs?
2. The price of eggs depends upon what factor?
3. When buying eggs, what factors should you consider?
4. After purchasing eggs, how should they be stored?

Student Information**EGG COOKERY**

Eggs serve many functions in cooking. They add color, texture, and moisture. They improve the flavor of many dishes. Some of the functions they serve in cooking are to:

- THICKEN custards and puddings.
- LEAVEN (adds air and height) souffles, angel cakes, and sponge cakes.
- BIND ingredients in meat loaves and baked products.
- STRUCTURE cakes and popovers.
- COAT fried foods so crumbs will stick.
- GARNISH salads and vegetables
- SURFACE FINISH (add sheen) breads and baked products.
- EMULSIFY salad dressings by holding oil and vinegar together.

Since eggs are high in protein, two basic cooking principles are important.

1. Cook the egg in water that is below the boiling at 85°C-99°C (185°F-210°F).

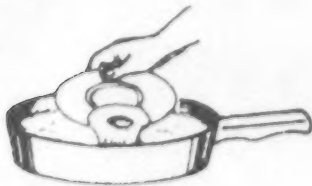
2. Cook the eggs only until done. Accurate timing is very important. Overcooking eggs causes toughness, curdling, and discoloration.

Student Information

FRYING EGGS

To fry eggs, follow the procedure provided below:

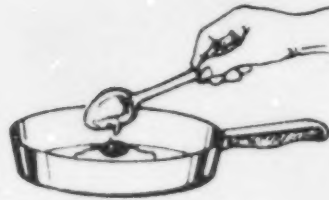
1. Assemble the equipment:
 - custard cup or dish
 - skillet with lid
 - egg turner (spatula)
 - serving plates
 - basting spoon
2. Obtain the ingredients:
 - eggs, Grade AA or A
 - fat, 15-30 ml (1-2 Tbsp.)
3. Heat the fat in the skillet until it is hot enough to sizzle a drop of water.
4. Break each egg into a custard cup or dish. Gently slip the egg into fat to avoid breaking the yolk.



5. Reduce the heat immediately to a low temperature.
6. Fry by one of the following methods:

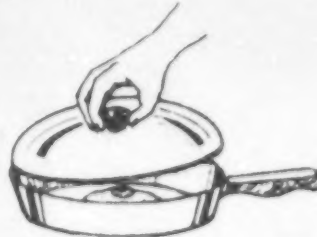
Country Style Eggs:

- a. Baste the upper surface of egg with hot fat until the white that covers the yolk is set.



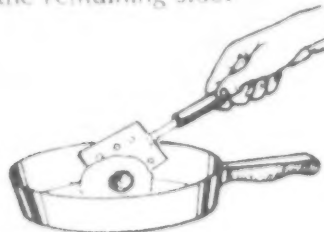
OR

- b. When the white begins to set, add about 2.5 ml ($\frac{1}{2}$ tsp.) of water for each egg. Quickly cover the skillet. Cook until the white has set on the top surface over the yolk.



Over-Easy Eggs:

- a. Fry the egg without basting until the white is set.
- b. Turn the egg carefully with a wide metal spatula to cook the yolk. Cook until the white is coagulated on the remaining side.



Sunny Side-Up Eggs:

--Fry the egg at low temperature until white is set on bottom side only.

7. When the desired doneness is reached, serve the eggs immediately on a warmed serving plate or on an individual dinner plate.

2. What are the two basic cooking principles to be followed when cooking eggs?
3. What grade eggs are suitable for frying eggs?

Characteristics of Fried EggsCountry Style Eggs:

Country style fried eggs have:

- a tender texture.
--yolks completely covered with set egg white.

Over-Easy Eggs:

Fried over-easy eggs have:

- a tender texture.
--yolks completely covered with set egg white.

Sunny-Side-Up Eggs:

Eggs fried sunny-side-up have:

- a tender texture.
--the white is set on one side (bottom) only.
--the yellow yolk showing on the top side like the sun.

Student Self-Check**FRYING EGGS**

Directions: Write your answers to the following questions on a separate sheet of paper. Check your answers against those suggested on p. 7.

1. Eggs have many functions in cooking. List at least three functions.

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Student Self-Check**SELECTING EGGS
ANSWERS**

1. The United States Department of Agriculture sets the standards for egg grading and sizing.
2. The price of eggs is influenced by the availability of the egg size.
3. Buy refrigerated eggs of the appropriate size and grade for the intended use of the eggs. Compare the prices of eggs according to size and grade.
4. Store eggs covered in the refrigerator with the large end up. Do not wash until you are ready to use the eggs.

Student Self-Check**FRYING EGGS
ANSWERS**

1. Eggs are used to thicken, leaven, bind, and add structure, coat, garnish, emulsify, and finish surfaces.
2. The two basic egg cooking principles are:
 - a. Low temperature
 - b. Accurate timing
3. Grade AA or A are suitable for cooking fried eggs.

FOODS - NUTRITION

POACHING EGGS

INTRODUCTION

Eggs are a staple in the American diet. They are eaten at any meal as a main dish or as a snack. Eggs are also used as ingredients in many recipes. They are relatively inexpensive and provide many of the nutrients necessary for a healthy body. There are many ways to cook eggs. In this module you will learn how to poach eggs.

Complete those learning activities in the module which will help you accomplish the task of the objective.

OBJECTIVE

Given an egg and access to equipment, poach the egg.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete each task according to the steps listed in the Evaluator's Final Checklist. Obtain ingredients and equipment from your instructor. Poach an egg. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. STUDY Student Information, POACHING EGGS, pp. 3-4,
(and/or) _____.
2. VIEW the slide-tape presentation, F-29, "Poaching Eggs,"
(and/or) _____.
3. COMPLETE Student Self-Check, HOW TO POACH AN EGG, p. 4.
4. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

Student Information**POACHING EGGS**

To poach an egg, follow the procedures listed below:

1. Assemble the equipment:

- shallow saucepan, skillet, or egg poacher
- custard cup or small dish
- slotted spoon
- wooden spoon
- kitchen shears
- potholder
- pastry brush
- measuring spoons
- tongs
- paper toweling

2. Obtain the ingredients:

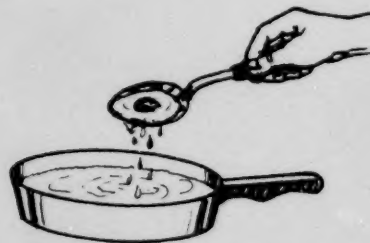
- egg, high quality
- vinegar
- salt
- cooking oil

3. Poach the egg using one of the following methods:

Saucepan Method:

- a. Grease the bottom of the saucepan or skillet by brushing with cooking oil.
- b. Fill the greased saucepan with 9 cm (3-4 inches) of water. Add a pinch of salt to water to help keep the egg from spreading. Bring the water to a boil and reduce to a simmer.
- c. Break the egg into a custard cup or small dish.
- d. Swirl the water into a circular motion with a wooden spoon. Slide the egg into the center of the swirl. (Swirling helps keep egg compact.)
- e. Simmer 4-5 minutes or let it stand off the heat for 8 minutes or until desired doneness is reached.

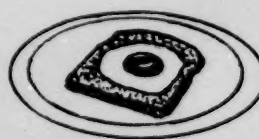
- f. Remove the egg with a slotted spoon. Rest the spoon and egg on a paper towel to drain.



- g. Trim "steamers," if present on egg, with kitchen shears.
- h. Place the egg on a serving plate or individual plate.

Vinegar Method:

- a. Grease the bottom of a saucepan or skillet by brushing with cooking oil.
- b. Put enough water in the skillet to cover the egg; add 2.5 ml ($\frac{1}{2}$ tsp.) salt, and 15 ml (1 tbsp.) vinegar. (The salt and vinegar help keep the egg compact.)
- c. Bring the water to a boil.
- d. Break the egg into a custard cup or dish.
- e. Remove the skillet from the heat; gently slip the egg into the hot water.
- f. Let the egg stand in the hot water for about 3-5 minutes or until the white is firm.
- g. Remove the poached egg with a slotted spoon; drain while in spoon on paper towel.
- h. Serve the poached egg on toast.



Egg Poacher Method:

- a. Place water into the bottom of an egg poacher; bring it to a boil.
- b. Grease the individual poaching cup with cooking oil.
- c. Break the egg into a custard cup or small dish; slip the egg into the poaching cup which has been placed in the frame of the poacher over boiling water.
- d. Cover with a lid.
- e. Reduce the heat; cook 3-5 minutes or until white is firm.
- f. Uncover; remove the poaching cup using a potholder or tongs.
- g. Remove the egg from poaching cup using a potholder or tongs.
- h. Serve it as desired.

Characteristics of Poached Eggs

Poached eggs should have an evenly cooked white which is symmetrically shaped. The yolk should be creamy and soft with a thin film of cooked white covering.

Student Self-Check**HOW TO POACH AN EGG**

Directions: On a separate sheet of paper, number from 1-5. Complete the following statements about poaching eggs. Check your answers with those provided on p. 5.

1. There are three methods that may be used to poach an egg:
 - a.
 - b.
 - c.
2. Before poaching an egg, break the egg into a _____.

3. The broken egg is slipped into _____ water that covers the egg.
4. _____ or _____ may be added to the liquid to make the egg coagulate faster and hold it together better.
5. Eggs used for poaching should be of _____ quality.

Student Self-Check**HOW TO POACH AN EGG
ANSWERS**

1. Saucepan method, vinegar method, and egg poacher
2. Custard cup or small dish
3. Salt or vinegar
4. High

FOODS - NUTRITION

MAKING PROTEIN SALADS

INTRODUCTION

High-protein salads are made using cheese, eggs, cooked or canned meat, poultry, fish, or shellfish. Nuts, beans, and other ingredients may be added to give a variety of texture to the salad. In this module you will learn how to make protein salads.

Complete those learning activities which will help you accomplish the task of the objective.

OBJECTIVE

Given a recipe and access to the ingredients and equipment, prepare a protein salad using cheese, eggs, meat, poultry, or seafood.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and make a protein salad using the ingredients and equipment indicated by your instructor. All applicable items on the Evaluator's Final Checklist must be accomplished.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, MAKING PROTEIN SALADS, p. 3,
(and/or) _____.
2. VIEW slide-tape presentation, F-31, "Making Protein Salads,"
(and/or) _____.
3. COMPLETE Student Self-Check, PROTEIN SALADS, p. 3.
4. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
5. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

Student Information**MAKING PROTEIN SALADS**

Protein salads can be made using ham, turkey, chicken, eggs, cheese, seafood, and other ingredients according to individual preferences. Protein salads may be served as the main course for a meal, as a party food with crackers, or as the filling for a sandwich.

When using meats, cook them to the well-done stage before chopping or grinding for the salad. The ingredients should be chopped or ground evenly with no gristle or bones. The salad should have all ingredients mixed thoroughly.

After mixing, protein salads should be covered and refrigerated immediately. They should be removed from the cold storage just at serving time. A warmer temperature allows harmful bacteria to grow. The bacteria can cause food poisoning.

Salads made with uncooked vegetables, eggs, and mayonnaise do not freeze well. The eggs become tough and the mayonnaise and vegetables get watery.

To make high-protein salads, follow the steps listed below:

1. Assemble the necessary ingredients and equipment:
 - Recipe
 - Ingredients called for in the recipe
 - Knife and cutting board
 - Measuring equipment
 - Large bowl or individual serving dishes
 - Aluminum foil or covers
 - Stirring spoons
2. Cook raw eggs, meat, seafood, or fowl, etc., as specified in the recipe.
3. Remove bones from the cooked meat, seafood, or fowl; cut into cubes, slices, or strips on a cutting board.
4. Wash and/or drain the other salad ingredients, such as celery, pickles, if necessary.
5. Cut up the other salad ingredients according to the recipe directions.
6. Measure the ingredients.
7. Combine the ingredients, according to the directions of the recipe, in a large bowl or arrange on individual serving dishes.
8. Cover and place in the refrigerator until time to serve.

Student Self-Check**PROTEIN SALADS**

Directions: On a separate sheet of paper, answer the following questions. Check your answers with those provided on p. 4.

1. List two salad ingredients that do not freeze well.
2. A kind of salad made using cheese, eggs, meat, poultry, or fish is a ____.
3. Protein salads should be kept ____ until time to serve.
4. Name two ways that protein salads can be served.

Student Self-Check

**PROTEIN SALADS
ANSWERS**

1. --uncooked vegetables
--eggs
--mayonnaise
2. protein salad
3. refrigerated or cold
4. --The main course
--A party food with crackers
--The filling for a salad

FOODS - NUTRITION

PREPARING FRUIT AND VEGETABLE BEVERAGES

INTRODUCTION

Daily servings of fruits and vegetables are necessary for good nutrition. Juices are one way to serve fruits and vegetables. In this module you will learn how to prepare fresh fruit and/or vegetable juices, powdered or frozen juices and punch.

Before starting to work on this module, be sure you have completed Module F-12, "Selecting, Purchasing, and Storing Perishables Vegetables and Fruits." Then complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a recipe and access to ingredients and equipment, prepare a fresh fruit and/or vegetable juice.
- (2) Given a beverage powder or a frozen juice with directions for making and access to other ingredients and equipment, prepare the beverage.
- (3) Given a recipe and the needed ingredients and equipment, make punch.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and make fruit and/or vegetable beverages using the ingredients and equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

LEARNING ACTIVITIES

1. VIEW slide-tape presentation, F-22, "Preparing Fruit and Vegetable Juices,"
(and/or) _____.
2. READ about fruits and vegetable beverages in references provided by your instructor,
(and/or) _____.
3. STUDY Student Information, PREPARING FRESH FRUIT AND VEGETABLE JUICES, p. 3.
(and/or) _____.
4. STUDY Student Information, PREPARING POWDERED AND FROZEN JUICES, p. 3.
(and/or) _____.
5. STUDY Student Information, MAKING PUNCH, p. 4.
(and/or) _____.
6. COMPLETE Student Self-Check, PREPARING FRUIT AND VEGETABLE JUICES, p. 5.
7. WORK with your instructor to PLAN and CARRY OUT and FHA/HERO related activity,
(and/or) _____.
8. ARRANGE with your instructor to complete this activity by going through the CHECK-OUT ACTIVITIES listed on the front cover.

Student Information**PREPARING FRESH FRUIT AND VEGETABLE JUICES**

The human body needs fruits and vegetables every day. They supply vitamin C, iron and calcium. Drinking juices made from fruits and vegetables is one way of consuming these nutritious foods.

You can make juice drinks from fresh fruits and vegetables, frozen fruit and vegetables concentrates, and commercially prepared powders.

Making juices from fresh fruits and vegetables assures keeping the largest amount of the many nutrients they supply. Either of the two methods below is simple to do. If you have to buy the fresh fruits and vegetables, the cost of the juice will usually be higher than if you bought the juice canned or in frozen concentrate.

Preparing Juice from Fresh Fruits and Vegetables

1. Assemble the necessary ingredients and equipment:
 - Recipe
 - Ingredients called for in the recipe
 - Paring knife or vegetable peeler
 - Food mill, food grinder, blender, or juice
 - Cheesecloth or strainer
 - Saucepan
 - Sieve
2. Wash vegetables or fruits thoroughly; remove stems, cores, blemishes, and/or peels, if necessary, with a paring knife or vegetable peeler.
3. Use one of the following methods for making a fresh fruit or vegetable juice:

Method I

- a. Place fruit or vegetables in a food mill, food grinder, food processor, hand juicer, or blender. Grind, or press out the juice.
- b. Strain juice into a container through a cheesecloth or a strainer.
- c. Add water, sugar, and/or other ingredients as stated in the recipe.
- d. Chill; serve.

Method II

- a. Place fruits or vegetables in a saucepan with enough water to cover.
- b. Simmer fruits or vegetables until tender.
- c. Press fruits or vegetables through a sieve or puree in a blender, if needed.
- d. Strain through a cheesecloth or a strainer.

(Do not use Method II with citrus fruits. Heating destroys much of the vitamin C.)

Student Information**PREPARING POWDERED AND FROZEN BEVERAGES**

Frozen juices are easy to prepare, have natural vitamins and minerals plus added nutrients. They may also have sugar added.

Juices made from powders are usually less expensive than the fresh or frozen juices. They also are usually lower in nutrients, although some are enriched. Sugar may already be added, or you may have to add your own. Powders for juices are convenient to store before being made into juice.

Preparing Juice from Beverage Powder

1. Obtain a recipe or directions.
2. Assemble ingredients and equipment
 - Pitcher, glass or mug
 - Mixing spoon
 - Dry measuring cup, measuring spoons, or scoop included in beverage powder container
 - Beverage powder
 - Granulated sugar, if required
 - Liquid
 - cold water for cold beverages
 - hot water for hot beverages
3. Using a dry measuring cup, spoon, or measuring spoons, measure powder into pitcher, glass or mug.
4. If powder requires the addition of granulated sugar, measure and stir into powder.
5. Using liquid measuring cup, measure water into a pitcher or into a pan to heat.
6. Stir until blended thoroughly. Add sugar, if needed.
7. Serve immediately over ice, or chill in refrigerator for later use. Serve hot beverages immediately.

Preparing Juice from Frozen Concentrates

1. Obtain a recipe or directions
2. Assemble ingredients and equipment:
 - Pitcher
 - Mixing spoon
 - Liquid measuring cup
 - Can of frozen juice
3. You may thaw frozen juice ahead of time in refrigerator or at room temperature.

4. After the juice has thawed, open the can and pour the juice into a pitcher.
5. Note on the can the amount of water to be added.
6. Using liquid measuring cups or empty juice can, add specified amount of water.
7. Stir with spoon until thoroughly blended.
8. Chill in the refrigerator until used. Cover to retain flavor.

Student Information**MAKING PUNCH**

A fruit punch is usually a party beverage for a large number of people. It is a combination of fruit juices, to which ice cream, sherbet, and/or carbonated beverage may be added.

Punches can be made more attractive with a floating ice ring or a garnish. An ice ring is made at least one day before the punch will be needed. To make an ice ring, freeze water or juices in a ring-shaped mold. Whole fruit or pieces may be added for more interest. Sliced oranges, lemons and limes may be floated on top of the punch as a garnish. To make fruit punch, follow these general steps:

1. Assemble necessary materials:
 - Recipe
 - Punch bowl or other large container
 - Dry and liquid measuring cups
 - Large mixing spoon
 - Ingredients called for in the recipe
 - Large saucepan
2. Measure the ingredients.

3. Make the punch using one of the following methods (depending upon ingredients):

Syrup Method

- a. Combine sugar and amount of water in a saucepan. Bring to a boil and allow to boil for the specified time period.
- b. Cool the mixture. When cooled, pour the mixture into the punch bowl or large container. Add all other ingredients except the carbonated beverages, ice cream or sherbet, garnishes and/or ice.

When using the syrup method, make the syrup the day before it is needed or early on the same day to allow for thorough cooling.

Quick Method

- a. Chill all ingredients before mixing
 - b. Pour fruit juices, or water into punch bowl or other large container. Stir until blended well.
 - c. Place back into refrigerator until serving time.
4. Immediately before serving, add the carbonated beverage and/or small chunks of ice cream or sherbet and stir until well-blended.
5. Add garnishes and/or ice ring.

Student Self-Check

PREPARING FRUIT AND VEGETABLE JUICES

Directions: On a separate sheet of paper answer the questions below. Check your answers with those on p. 6.

True or False

1. Fruits and vegetables are a good source of vitamin C, iron and calcium.
2. Making juices from fresh fruits and vegetables is the most economical way to serve juice.
3. Juices made from fresh fruits and vegetables have the most nutrients.
4. Powders for juice are easy to store.
5. Sugar must be added to all powdered juices.
6. Punch is usually a party beverage.
7. Beverages are best when served very cold or very hot.

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Student Self-Check

**PREPARING FRUIT AND VEGETABLE
JUICES
ANSWERS**

1. True
2. False
3. True
4. True
5. False
6. True
7. True

FOODS - NUTRITION

PREPARING MILK-BASED BEVERAGES

INTRODUCTION

Many drinks use milk as a base. Milk-based drinks provide refreshment as well as protein and other nutrients.

In this module you will learn how to make hot milk beverages and ice cream beverages.

Before starting to work on this module, be sure you have completed Module F-2, "Using and Caring for Small Appliances." Then complete those learning activities in this module which will help you accomplish the tasks of the objectives.

OBJECTIVES

- (1) Given a recipe and access to the necessary ingredients and equipment, make a hot milk beverage.
- (2) Given a recipe and access to the ingredients and equipment necessary, make an ice cream beverage.

CHECK-CUT ACTIVITIES

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and make a hot milk beverage and/or an ice cream beverage using the ingredients and equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

LEARNING ACTIVITIES

1. READ about milk and the principles of milk cookery in references provided by your instructor,
(and/or) _____.
2. VIEW slide-tape presentation, F-5, "Preparing Milk-Based Beverages,"
(and/or) _____.
3. STUDY Student Information, HEATING MILK, p. 3,
(and/or) _____.
4. COMPLETE Student Self-Check, HEATING MILK, p. 4.
5. STUDY Student Information, PREPARING HOT COCOA, p. 4,
(and/or) _____.
6. STUDY Student Information, PREPARING ICE CREAM BEVERAGES, p. 6,
(and/or) _____.
7. RESEARCH various milk beverage recipes in references provided by your instructor. LIST five different milk beverages,
(and/or) _____.
8. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
9. ARRANGE with your instructor to go through the CHECK-OUT ACTIVITIES listed on the front of this module.

Student Information**HEATING MILK**

Milk should be heated or scalded in such a way as to prevent (1) formation of a skin, film, or scum, (2) scorching, (3) boiling over, and (4) curdling. The following suggestions will help you prevent damage to the milk when scalding:

1. A scum (sometimes called film or skin) may form on milk which can cause a lumpy or chewy texture. To prevent this from happening:
 - a. Use a lid on your saucepan.
 - b. Stir the milk as it heats, OR
 - c. Foam the milk with a hand or electric mixer.
2. Scorching milk can be prevented by using a very low surface unit temperature. Scorching is another word for burning.
3. Curdling is the formation of protein into lumps or curds. These lumps separate from the liquid. To prevent curdling:
 - a. Always use very fresh milk and heat at a low temperature.
 - b. Add flour or cornstarch to the milk or to an acid food (such as tomato soup) before combining the two ingredients.

Making A Hot Milk Beverage

1. Assemble necessary materials:
 - Recipe
 - Ingredients called for in recipe
 - Double boiler
 - Wooden spoon

- Liquid measuring utensil
- Potholder
- Heat-proof pad
- Dry measuring utensils
- Saucepan
- Wire whisk

2. Use one of the two methods below to heat the milk:

- a. Use a heavy saucepan and follow these steps:

- (1) Pour milk into saucepan.
- (2) Place saucepan on surface unit.
- (3) Set temperature control on low.
- (4) Allow time for the milk to heat.
- (5) Stir or beat the milk as it heats to insure correct and even heating.

- b. Use a double boiler and follow these steps:

- (1) Place water in the lower compartment of the double boiler. (The water level should just touch the bottom of the top double boiler pan.)
- (2) Insert the top pan into the lower pan.
- (3) Pour milk into the top compartment.
- (4) Allow the water to boil. This will heat the milk with no danger of overheating.

Student Self-Check**HEATING MILK**

Directions: On a separate sheet of paper, number from 1-9. Read each of the statements. On your paper write the word that best completes each statement. Check your answers with those on p. 7.

1. Another word for the scum that may form on the top of heated milk is _____.
2. The film on the milk that is being heated may cause the milk to _____ over the sides.
3. The separating of milk into liquid and lumps is called _____.
4. Curdling of milk may be prevented by combining milk with corn _____ before adding an acid food.
5. The best temperature for heating milk is a _____ one.
6. Protein that settles as milk is being heated will _____ easily unless the temperature is controlled.
7. To heat milk over water, you should use a _____ boiler.
8. The major nutrient that helps your body grow is _____. Milk contains this nutrient.
9. If the scum is not removed from heated milk, the food may be _____.

Student Information**PREPARING HOT COCOA**

Hot cocoa is a popular hot, milk-based drink which almost everyone enjoys. To make this beverage, complete the following steps:

1. Obtain a recipe.
2. Assemble ingredients called for in recipe.
3. Assemble equipment needed:
 - Double boiler
 - Wooden spoon
 - Liquid measuring utensil
 - Potholder
 - Heat-proof pad
 - Dry measuring utensils
 - Saucepan
 - Wire whisk
4. Mix cocoa, sugar and salt.



5. Add specified amount of water. Cook over low heat until smooth and glossy. Stir continuously.



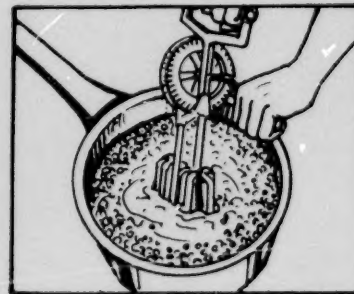
7. Add scalded milk. Stir constantly until bubbles form around edge - DO NOT BOIL.



6. Measure and scald milk. (to scald milk heat it to just below the boiling point; bubbles will form around the edge.)



8. Beat with rotary beater, wire whisk, or hand mixer to prevent skin from forming.



9. Serve hot!!

Student Information**PREPARING ICE CREAM BEVERAGES**

Cold milk beverages are both refreshing and very nutritious. They are particularly good for children, teenagers and older people. They are usually high in calories. Cold milk beverages can be varied by adding different nutritious ingredients such as yogurt, orange juice, bananas, peanut butter and many others. The basic procedure for preparing ice cream beverages is as follows.

1. Assemble necessary materials:
 - Recipe
 - Blender, rotary beater, mixer
 - Bowl or jar with lid
 - Liquid measuring utensil
 - Measuring spoons
 - Ice cream scoop or mixing spoon
 - Ingredients called for in the recipe
2. Measure cold milk into blender, rotary beater bowl, or quart jar.
3. Add ice cream.
4. Add flavoring, malt, or other ingredients according to taste or recipe.
5. Blend with medium speed in blender, or with mixer, or shake to blend in jar.
6. Blend until smooth and thick. Do not overblend. (Electric blenders liquify ice cream very quickly.)

FOODS - NUTRITION

MAKING SANDWICHES

INTRODUCTION

Sandwiches are used for meals, snacks and parties. They are made by combining bread, fillings and dressing into a food which can be eaten without utensils. Sandwiches made with meats or meat substitutes are good sources of protein and carbohydrates. In this module you will learn how to make sandwiches.

Complete those learning activities which will help you accomplish the tasks of the objective.

OBJECTIVE

Given access to ingredients and equipment, make sandwiches.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the task according to the steps listed in the Evaluator's Final Checklist. Obtain a recipe and make sandwiches using the ingredients and equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

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LEARNING ACTIVITIES

1. READ Student Information, MAKING SANDWICHES, p. 3,
(and/or) _____.
2. VIEW slide-tape presentation, F-29, "Making Sandwiches,"
(and/or) _____.
3. READ Student Information, MAKING HOT SANDWICHES, p. 3,
(and/or) _____.
4. OBSERVE a demonstration on making hot sandwiches,
(and/or) _____.
5. READ Student Information, MAKING COLD SANDWICHES, p. 4,
(and/or) _____.
6. COMPLETE Student Self-Check, SANDWICHGRAM, p. 6,
7. WORK with your teacher to plan and carry out a related FHA/HERO activity,
(and/or) _____.
8. ARRANGE with your instructor to complete this module by going through the
CHECK-OUT ACTIVITY listed on the front cover.

Student Information**MAKING SANDWICHES**

It is very likely that one of the first food combinations was something in, or on, bread. The sandwich did not get its name until the late 18th century. John Montagu, fourth Earl of Sandwich, preferred not to leave a successful run at the gambling tables. He ordered food to be brought to him from the kitchen. The cook brought him a piece of meat between some bread, and served it to the Earl of Sandwich. The name "Sandwich" has now come to mean a snack or a meal consisting of a bread, filling and dressing or condiment.

Sandwich selection begins with bread, which can determine the character of the sandwich. Enriched white bread, especially the square sandwich loaf slices, is the most popular. Whole grain breads are usually more nutritious than the white breads.

Breads for sandwiches include:

- whole wheat
- pumpernickel
- dark, light, or caraway rye
- raisin
- cinnamon
- nut
- date
- brown
- black
- corn meal
- oatmeal
- cheese
- Italian
- French
- Vienna
- Cuban
- Middle Eastern breads
- English Muffins
- Kaiser or French rolls
- hotdog or hamburger buns

Fillings used in sandwiches are as many as the varied tastes of the people who eat

sandwiches. They vary in texture, taste and nutritional content. Some fillings suggested for sandwiches are:

- meats
- fruits
- vegetables
- eggs
- cheese

The dressing or condiment for the sandwich depends on the bread and filling used, the individual taste of the person who will eat the sandwich and what is available. Some suggestions for a dressing or condiment are:

- mayonnaise
- butter or margarine
- cream cheese
- catsup
- tomato paste
- mustard
- horseradish
- barbecue sauce
- Thousand Island dressing
- marmalade
- jelly
- pickles
- salad dressing
- chili sauce
- taco sauce
- jam
- sour cream
- tartar sauce

Student Information**MAKING HOT SANDWICHES**

To make hot sandwiches, follow the general procedures below. Or you may have a recipe with somewhat different instructions. First, assemble the necessary ingredients and equipment:

- slicing knife
- mixing bowl
- spoon

- metal spatula or knife
- skillet
- paper towel
- waffle iron, skillet, or broiler pan
- plastic wrap, waxed paper, foil or a dampened cloth

Hot Meat Sandwich

1. Slice meat or make ground meat into patties.
2. Pan-fry or broil meat in skillet until browned and/or thoroughly cooked on both sides.
3. Place on a paper towel to absorb excess grease.
4. Using a spatula or knife, spread bread with softened butter or margarine, mayonnaise, and/or other condiment.
5. Place cooked meat on a slice of bread or a bun.
6. Place lettuce, tomatoes, onions, cheese, and/or pickles on top of meat, as desired.
7. Place top slice of bread on sandwich.
8. Cut sandwich on cutting board. Or, sandwiches on buns may be served whole. Serve immediately.

Toasted Sandwich

1. Spread bread lightly with soft butter.
2. Spread or place sandwich filling between bread slices.
3. Place sandwiches on waffle iron, skillet or broiling pan under broiling unit of oven.
4. Toast both sides of sandwich until golden brown and crisp.
5. Cut sandwich on cutting board. Serve immediately.

Grilled Sandwich

1. Melt butter in a small skillet or on a grill.
2. Spread or place sandwich filling between slices of bread.
3. Saute sandwich slowly on one side until brown; remove.
4. Melt butter again.
5. Brown the second side.
6. Cut sandwich on sandwich board. Serve immediately.

Student Information

MAKING COLD SANDWICHES

When making cold sandwiches you may use meats, vegetables, fruits, eggs, cheese or any ingredient which you prefer. Cold sandwiches can be nutritious and convenient. They pack and store easily and generally require no utensils when eaten. Use sanitary procedures and refrigeration to prevent growth of bacteria and possible illness. When thawing frozen sandwiches, keep wrapped until thawed. This prevents drying out.

1. Assemble the necessary ingredients and equipment:
 - slicing knife
 - mixing bowl
 - metal spatula or knife
 - paper towel
 - cutting board
 - plastic wrap, waxed paper, foil or dampened cloth
2. Slice tomatoes, onions, pickles, and lettuce for the sandwiches, if desired.

3. Prepare the sandwich.
 - a. Sandwich spreads and filling:
 - (1) In a mixing bowl, mix all ingredients called for in the recipe. Blend thoroughly with spoon or electric mixer.
 - (2) Chill in the refrigerator about 1/2 hour before using.
 - b. Cold cuts:
 - (1) Slice cold leftovers or canned meat, chicken or turkey, if necessary.
 - (2) Trim fat or gristle off meats, if necessary.
 - (3) Slice cheese, if necessary.
4. Use one of the following methods for making the sandwiches:
 - a. Using a metal spatula or knife, spread bread with softened butter or margarine, mayonnaise, and/or other condiment. The bread may or may not have the crust trimmed. The crust is nutritious and tastes as good as the rest of the bread. The only reason to trim the bread is for appearance.
 - b. Spread slice of bread with sandwich filling or lay slices of cold cuts on prepared bread slice.
 - c. Place lettuce, tomatoes, onions, and/or pickles on top of sandwich filling, if desired.
 - d. Place top slice of bread on sandwich, or leave the sandwich open-face (with no top slice of bread).
 - e. Cut sandwich on cutting board with slicing knife or canape cutters, as desired.
 - f. Wrap sandwiches in waxed paper, plastic wrap, foil, or a dampened cloth, as necessary, until serving time.

Student Self-Check

SANDWICHGRAM



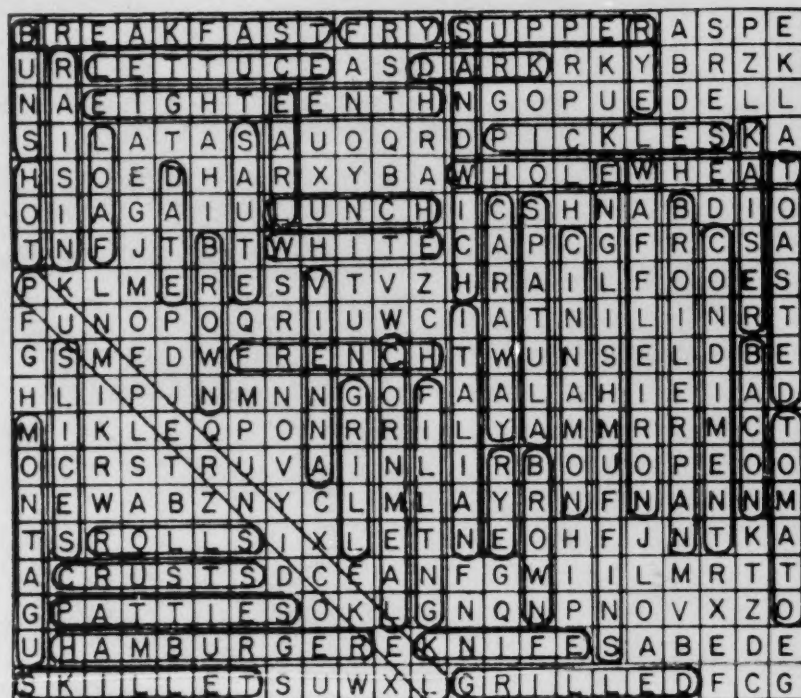
Directions: Find and circle the words below in the Sandwichgram above. Check your answers with those on p. 7.

bread
eighteenth
Montagu
Earl
Sandwich
breakfast
lunch
supper
snack
whole wheat
rye
buns
raisin
date
French
Vienna
English Muffins

Kaiser
cornmeal
brown
caraway rye
pumpnickel
white
waffle iron
skillet
broiler pan
toasted
grilled
condiment
pickles
lettuce
tomato
patties
crusts

filling
saute
bacon
spatula
hot
loaf
slices
dark
cinnamon
Italian
rolls
hamburger
knife
grill
brown
fry

Student Self-Check

SANDWICHGRAM
ANSWERS

FOODS - NUTRITION

COOKING POPCORN

INTRODUCTION

In our American culture popcorn is a favorite party or snack food. It is high in carbohydrates and fiber. Popcorn may be prepared with a metal popper, heavy skillet or saucepan with lid, or electric popcorn popper. Garlic salt, salt, and butter or oil may be used as seasonings. In this module you will learn how to pop corn.

Before starting to work on this module, be sure you have completed Module F-2A, "Using and Caring for Small Appliances." Then complete those learning activities in this module which will help you accomplish the task of the objective.

OBJECTIVE

Given access to ingredients and equipment, cook popcorn.

CHECK-OUT ACTIVITY

You may check out of this module when you can complete the tasks according to the steps listed in the Evaluator's Final Checklist. Cook popcorn using the ingredients and equipment indicated by your instructor. All applicable items on the checklist must be accomplished.

LEARNING ACTIVITIES

1. READ Student Information, COOKING POPCORN, p. 3,
and/or _____.
2. READ about popcorn poppers in a manufacturer's use-and-care manual obtained
from your instructor,
and/or _____.
3. COMPLETE Student Self-Check, POPPING POPCORN, p. 3.
4. WORK with your teacher to plan and carry out a related FHA/HERO activity,
and/or _____.
5. ARRANGE with your instructor to complete the CHECK-OUT ACTIVITY as
described on the front of this module.

Student Information**COOKING POPCORN****1. Assemble the necessary supplies:**

- a. Popcorn
- b. Metal popper, heavy skillet with lid, heavy saucepan with lid, or electric popcorn popper
- c. Seasonings: salt, garlic salt, melted butter, oil
- d. Serving bowl(s)

2. Use one of the following methods for popping corn:**Method I**

- a. Heat a metal popper, a heavy skillet, or a heavy saucepan until warm.
- b. Place solid shortening or oil in heated popper or pan; heat over medium heat until hot.
- c. Drop three to four kernels of corn into hot fat. When they spin and pop, add the remaining corn.
- d. Cover and shake gently over heat source.
- e. Remove pan from heat when popping stops; empty popped corn into a large serving bowl; discard all imperfect or unpopped kernels.
- f. Sprinkle corn with salt and/or garlic salt.
- g. If desired, pour melted butter or margarine over corn; toss lightly with two forks to coat evenly.

Method II

- a. Follow the manufacturer's directions for the electric popcorn popper being used.
- b. Continue with steps e-g of Method I.

Student Self-Check**COOKING POPCORN**

Directions: On a separate sheet of paper arrange the steps listed below in the correct order to cook popcorn. Check your answers with those on p. 4.

- a. Sprinkle corn with salt and/or garlic salt.
- b. Remove pan from heat when popping stops; empty popped corn into a large serving bowl; discard all imperfect or unpopped kernels.
- c. Pour melted butter or margarine over corn; toss lightly with two forks to coat evenly (optional).
- d. Drop three to four kernels of corn into hot fat. When they spin and pop, add the remaining corn.
- e. Heat a metal popper, a heavy skillet, or a heavy saucepan until warm.
- f. Cover and shake gently over heat.
- g. Place solid shortening or oil in heated popper or pan; heat over medium heat until hot.

STUDENT SELF-CHECK**ANSWERS - COOKING POPCORN**

1. e, 2. g, 3. d, 4. f, 5. b, 6. a, 7. c.

FOODS - NUTRITION

EATING FOR LIFETIME HEALTH

INTRODUCTION

Food is the body's source of fuel needed to provide the energy. Carbohydrates, proteins, minerals, vitamins, fats, and water support, build, maintain, and repair the body for operation. This operation is your daily life activity which includes the involuntary responses of your body such as breathing and heart rate as well as your voluntary action or activities in which you have control over. Eating is a voluntary activity in which you can afford yourself positive results by maintaining good health simply through weight control, healthy teeth, gums and nails, and stable mental well-being.

No one food however can supply you with the needed nutrients to fulfill this job of balance called homeostasis. Understanding the food needs of the body and the composition of foods makes it easier to plan meals which are adequate and varied for your personal needs. In this module you will learn the names and functions of the basic nutrients, ways to develop good eating habits and how to evaluate your own diet to determine if you personally are meeting your bodily needs.

Complete those learning activities in this module which will help you to accomplish the task of this objective.

OBJECTIVES

Given a test about promoting good nutrition and eating habits for lifetime health, answer the questions.

CHECK-OUT ACTIVITIES

Obtain the check-out Activity, Eating for Lifetime Health from you evaluator, and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

RECOMMENDED REFERENCES

National Dairy Council, Food Your Choice, Health Level IV. Activity Numbers, 1, 2, 3, 10, 11.

American Red Cross, Family Health and Home Nursing. pp. 29-45.

National Dairy Council, Food Your Choice, Level IV. Home Economics Activity #8.

LEARNING ACTIVITIES

1. READ student information, NUTRIENT FUNCTIONS AND SOURCES. Write a list of food sources for the six essential nutrients.
2. Complete student check-out, KEY NUTRIENT MATCH.
3. Before reading DIET DEFINED, write your definition of diet, then read DIET DEFINED and determine ways in which your definition differs from the module.
4. READ and STUDY student information, MEAL PLANNING, and add food sources to each food group.
5. Keep a Diary of your food intake for 2 days and record this information in the Diary. Determine what food group areas are in excess or lacking and find ways to adjust your daily diet to meet the Basic Four Plan.
6. READ student information, DEVELOPING EATING HABITS and do Learner Activity, Food in the Morning.
7. Plan a 3 day meal plan for yourself based on the kinds of food you would like to eat. Use you present schedule to determine times to eat, and what food(s) to eat using your present economical status or dependency on others for food, such as you parents. Upon completion do the following:
 1. Write a short paragraph supporting the feasibility of your meal plan.
 2. Consult the basic four food guides and determine if your plan is nutritionally balanced.
 3. Make any adjustments to suit your personal preferences and nutritional guidelines.
 4. Try out your meal plan for two days.
8. After completing your meal plan and employing it for two days, write a paragraph stating:
(If your meal plan was a different plan than your regular diet). Reasons why you do not follow this type of meal plan or; (if you have simply made a few adjustments or basically your meal plan has not changed) reasons why you do follow your meal plan. Relate this information to your classmates.
9. Look up the work homeostasis in the dictionary and write the definition for the word. Determine as best you can if your body is in a state of homeostasis.

NUTRIENT FUNCTION AND SOURCES

NUTRIENT	FUNCTION	SOURCES
PROTEIN	Build, maintain and repair all body tissue. Supply energy. Form important part of enzymes, hormones and body fluids. Help form antibodies to fight infection.	Lean meat, poultry, eggs, milk, cheese Dried beans, peas, nuts, cereal, breads, vegetables
CARBOHYDRATES	Supply energy Help the body use fat effectively.	<u>Starches</u>: bread, cereals, potatoes, rice, noodles, macaroni, spaghetti. <u>Sugars</u>: Honey, syrup, jelly, jam, table sugar Fruits: dried, sweetened, fresh
FATS	Supply energy in compact form. Help the body use other nutrients; act as carrier for vitamins A, D, E, K. Some, mainly vegetable oils, supply fatty acids which help keep skin smooth and healthy.	Butter, margarine, cooking oils and fats, salad oils, dressings fat in meat.

NUTRIENT FUNCTIONS AND SOURCES

VITAMINS	FUNCTION	FOOD SOURCES
VITAMIN A*	Normal growth in children, vision in dim light, healthy skin, eyes, hair	Dairy products yellow fruit, leafy green and yellow vegetables
VITAMIN B1 **	Digestion, growth, proper functioning of heart and nervous system	Fish, poultry, meat, eggs, green vegetables whole grain cereals and enriched breads
VITAMIN B2 ** RIBOFLAVIN	Healthy skin, and mouth, oxygen use by cells, normal growth	Eggs, bread, whole grain cereal, milk, leafy vegetables
NIACIN**	Proper digestion aids nervous system, healthy skin	Lean meat, fish poultry, milk, peanut butter, breads, cereals, eggs, green vegetables
VITAMIN C** ASCORBIC ACID	Builds body cells and blood vessels, healing wounds, broken bones	Citrus fruits, tomatoes, fruit, leafy greens, potatoes, green peppers
VITAMIN D*	Aids use of calcium in bones and teeth, normal growth	Fortified milk, egg yolks, liver, produced in skin when exposed to sun

*Fat soluble vitamins

**Water soluble vitamins

NUTRIENT FUNCTIONS AND SOURCES

MINERALS	FUNCTIONS	SOURCES
CALCIUM	Growth, development and maintenance of bones and teeth, proper blood clotting, regulation of heart beat.	Milk, eggs, cabbage, shellfish.
IRON	Essential part of red blood cells needed to carry oxygen	Meat, cheese and cereals
SODIUM	Water balance in cells	Salt, meat, milk
IODINE	Manufacture of thyroxin by thyroid gland	Seafood, iodized salt
FLUORIDE	Helps prevent tooth decay	Fluoridation

Other important minerals are:

Potassium, Sulphur, Magnesium, Manganese, and Copper

NUTRIENT	FUNCTIONS	PERCENTAGE OF WATER IN SOME COMMON FOODS
Water	Regulate body temperature through perspiration, helps rid the body of waste, cushion for body tissue and organs	Milk-87% Hamburger-60% Egg-74% Banana-76% Potato-75% Corn- 76% Apple-84% Orange-86%

Student Information

DIET DEFINED

With the current craze on fad diets, physical appearance, "health foods" weight control and simply "looking good", the meaning of the word diet has developed erroneously in reference to normal food intake. To diet according to Webster's Dictionary has two meanings: 1. To cause to take food: fed. 2. To cause to eat and drink sparingly or according to prescribed rules.

The first part of the later definition, cause to eat sparingly, is often the way in which diet is referred to. The second part of definition two, according to prescribed rules, is in many cases combined with sparing food intake to meet the limited or unbalanced nutritional needs of many fad diets or home-made dietary plans. A dietary food plan which is nutritionally sound is a plan that meets the essential needs for you personally and should also be sparing in that it remains simple. Unfortunately many of use equate sparing with limiting; sometimes to the extreme of not meeting our essential dietary needs. Sparing does imply tending to save, being economical and thrifty but not at the expense of your good health.

Student Information

MEAL PLANNING

Meal planning and food selection are easier when a simple food guide is used. A daily guide including the Basic Four Food Groups contain foods that are grouped together having varying amounts of almost the same nutrients. Review the following information about the Basic Four Food Groups.

MEAT GROUP - 2 or more servings every day.

Foods	Amounts per serving
-------	---------------------

Lean, cooked meat	2 - 3 ounces
eggs	1
cooked dry beans	$\frac{1}{2}$ Cup
peanut butter	4 Tb.

VEGETABLE/FRUIT GROUP - 4 or more servings per day.

Foods	Amounts per serving
-------	---------------------

All vegetables and fruits	$\frac{1}{2}$ cup
Whole fruit	1
Cantalope or grapefruit	$\frac{1}{2}$

MILK GROUP - 4 servings per day

Foods	Amount per serving
-------	--------------------

Whole milk	8 ounce cup
1 inch cube cheddar cheese	2
cottage cheese	1 $\frac{1}{2}$ cups
ice cream	1 $\frac{1}{2}$ cups

BREAD/CEREAL GROUP - 4 serving daily

Food	Amount per serving
------	--------------------

bread	1 slice
ready to eat cereal	1 ounce
cooked cereal	$\frac{1}{2}$ - $\frac{3}{4}$ cup rice
rice	$\frac{1}{2}$ - $\frac{3}{4}$ cup
spaghetti	

Once you have gained a general understanding of the basic Four Food Groups, consult the RDA Chart for further information giving specific requirements for vitamins and minerals for a person of your age.

Student Informaion

DEVELOPING EATING HABITS

One of the easiest methods to acquire energy after fasting all night while engaging in sleep, is to break the fast by eating food in the morning. Eating breakfast is difficult for sme people, but the practice of not eating in the morning is simply a habit which can be changed first by becoming aware that it is a habit and second by knowing we can change it.

Rather than try to indulge in a 3 course breakfast, if your morning ritual does not include breakfast, try eating something small like toast. Begin with 1 slice or even a half and as you feel more comfortable with food in the A.M., eat a second slice of toast and another food from a different food group. Since toast is in the bread group choose a food such as fruit or juice or even soup for the vegetable/fruit group. Becoming more at ease with eating in the morning, expand upon your diet with a food from the meat group such as egg or bacon or sausage. Even a peanut butter sandwich would include 2 servings from the bread group and one serving from the meat group. Jelly, jam, or preserves with your sandwich add to the Basic Four with a food member of the fruit/vegetable group. If a glass of milk were added to this breakfast or even cheese in your egg, as an omelet, you would have had at least one serving from each of the food groups to start your day.

Many people who do not eat breakfast eat much of their food later on in the day and mostly at night. This practice of eating at night tends to create weight gain as sleeping is not an activity which burns many calories. Logically, to make the most of your food as a fuel source, eating in the morning after your body has fasted for 8 hours is a better method to utilize what you eat. Remember to start slow if your palate is not ready for food in the A.M. and not to become discouraged. You should begin to feel better and have more energy to start your long day.

It is not mandatory to eat the traditional breakfast, lunch or dinner foods at the times which we culturally have been taught. It is only necessary to have four servings of bread, two servings of meat, four servings of fruit/vegetables, and four servings of milk. It matters not when these foods are eaten only that they are eaten, are spread out during the day, and remain in variety. As eating the same foods every-day (for instance an egg every morning) becomes boring and uninteresting to your mental state, so it becomes somewhat the same to your body. To avoid a rebelling body system, eat a variety of foods so your body can get a chance to utilize different nutrients in varying amounts from a variety of different foods.

Learner Activity

FOOD IN THE MORNING?

1. What time do you get up in the morning to get ready for school?

2. What time do you leave for school in the morning? _____
3. How much time do you have between getting up and leaving school in the A.M.? (subtract time #2 from time #1) _____
4. Does this give you enough time to eat breakfast?
_____ Yes _____ No
5. How many days during the school week do you eat breakfast? _____ days
6. What foods do you eat for breakfast?
7. Does your usual breakfast menu include one food from each of the food groups?
_____ Yes _____ No
8. Modify your breakfast menu making sure you get one food from each food group.
9. Given the amount of time (#3) you presently have to eat breakfast, is it feasible to eat a balanced breakfast?
_____ Yes _____ No
10. If the answer to #9 was No, how could you adjust your schedule to have more time to eat a balanced breakfast?

FOODS - NUTRITION

ADOLESCENT NUTRIENT NEEDS

As you pass through puberty and enter the age of adolescence, the emotional and physical changes which take place during this time create changes in your nutritional status. This is marked by a more independent nature which socially brings you as the young adult away from home and parents during meal consumption. Snacking, skipping meals and fad diets are a few of these new meal patterns which are created in part by this independence. Peer pressure and changes in body size are often the motivators for modified food intake rather than a concern or knowledge of long-term health needs.

Added nutrient needs during the adolescent years are brought about chiefly by a "growth spurt." This growing period is the fastest and most drastic as well as most ununiformed time in your entire life. Restricting food intake can be especially critical during this time. Your body needs additional calories and nutrients and what specific nutrients you are likely to need. You will also learn how to make wise meal choices based on your personal needs, the pros and cons of myths concerning fad diets, and what kinds of snacks and fast foods will be appropriate for your growing demands. Chiefly, it is most desirable that you can recognize the influences on your diet and be able to choose the best foods and meal plans for your new life style.

Complete those learning activities in this module which will help you to accomplish the task of this objective.

OBJECTIVES

Given a test about additional needs, influences and susceptibilities of adolescents, answer the questions.

CHECK-OUT ACTIVITY

Obtain the check-out Activity, Adolescent Nutrient Needs from your evaluator, and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

RECOMMENDED REFERENCES

National Dairy Council, Food Your Choice, Health Level IV. Activity numbers, 12, 15, 16, 17, 22.

LEARNING ACTIVITIES

1. Read student information, GROWTH SPURT and list the added nutrient needs your body requires during adolescent. Make a list of 8 foods you enjoy and have access to which can supply you with these added nutrients.
2. Complete the STUDENT ACTIVITY, WHY PEOPLE EAT WHAT THEY DO and share your comments with your classmates.
3. Read Student information, WHEN YOU CHOOSE FAST FOODS and list the four influences on food choices AND Indicate at least one example of how each influence has affected you.
4. Complete STUDENT ACTIVITY, EATING ON THE RUN and discuss your answers with the class.
5. READ student information, HEALTH FOODS AND FAD DIETS and answer the questions at the end of the student information.
6. Complete the Student Self-Check, HEALTH FOODS AND FOOD FADS.
7. Analyze the snacks you have eaten in the past 48 hours and determine what food groups these snacks are in. How many of your snacks are mainly refined sugar or fat?
8. Determine how snacking can benefit or hurt your nutritional balance. How might you modify your snack time and snack foods for weight control and nutritional balance.

EXTENDED LEARNING

National Dairy Council, FOOD YOUR CHOICE, HEALTH LEVEL IV.
Activity numbers, 19, 21.

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Student Information
"GROWTH SPURT"

With the onset of puberty, your body is undergoing several chemical changes which is often referred to as the "growth spurt". This is usually the last time in your life in which your body will undergo such rapid change. The "growth spurt" involves more than just height in weight. Bones are increasing in density, muscles are developing in size and strength and the endocrine glands are secreting hormones to control your body processes, growth and development. To sustain your body at this time, but more so to prepare it for the future, it becomes necessary to alter your food intake. This generally becomes somewhat difficult as other rapid changes in which you are given more independence to make your own decisions. Some teenagers either do not know what constitutes a balanced diet at this time or have chosen not to eat in a nutritional fashion. This statement is true as recent studies have shown that most adolescents are calcium, vitamin A, iron, and vitamin C deficient. Iron is especially in greater demand for the teenage girl with the onset of menarche and the additional iron losses through menstruation. Diets lacking in milk contribute to the deficiency in calcium, and lack of fruits and vegetables can manifest a vitamin C and vitamin A deficiency.

You will probably realize that changes are taking place when you wake up one morning, look in the mirror, and your nose looks bigger, or your feet and hands seem to have grown overnight. Be aware that these changes as well as the changes in height and weight are very natural and unique for each individual. The uniqueness requires your personal attention socially, physically and mentally. Diet is very much a part of all three. To try to impress upon you the importance of eating nutritionally can only give you the knowledge necessary for you.

Student Activity
WHY PEOPLE EAT WHAT THEY DO!!

1. Make a list of some of your favorite foods:
2. Have you listed some of the same foods your friends have listed?
3. Are some foods more "fun" to eat than others?
4. What is peer pressure?
5. Is peer pressure always a bad influence?
6. Explain when peer pressure might be a good influence and when it might be bad.

Student Information
WHEN YOU CHOOSE FAST FOODS . . .

I. Influences on Food Choices

- A. Lifestyle affects eating patterns.
 - 1. Fast paced life today creates need for foods which can be obtained quickly.
 - 2. More women work outside the home with less time for food preparation.
 - 3. People travel away from home more widely and more frequently and eat out more often.
 - 4. Family members are busy doing different things and eating at different times.
- B. Peer pressure affects food choices.
 - 1. Eating is a form of social interaction.
 - 2. We choose foods that we enjoy eating together with our freinds.
 - 3. Peer pressure is not harmful unless it causes someone to eat something he/she would not eat otherwise.
- C. Advertising influences food choices.
 - 1. Fast foods are heavily advertised
 - 2. Various advertising techniques are used to sell fast foods.
- D. Economic factors affect the type of food purchased.
 - 1. Fast foods are about twice as expensive as the same food prepared at home from "scratch".
 - 2. When you buy fast foods you are paying for time and convenience as well as food.

II. Nutritional Value of Fast Food

- A. Standards to determine nutritional value.
 - 1. The RDA standards can be used to determine nutritional requirements.

- a. RDA stands for Recommended Dietary Allowances
 - b. The RDA are established recommendations for daily consumption of protein, 7 vitamins, 6 minerals, and calories for the U.S. population. No recommendation is made for carbohydrate and fat.
 - c. The RDA standards are revised every 5 years by the Food and Nutrition Board of the National Academy of Sciences/National Research Council on the basis of new evidence regarding people's nutritional needs.
 - d. The RDA can be used as a yardstick to compare groups of people but it cannot be applied specifically to individuals because people's needs vary.
 - e. The RDA's are set high enough to meet needs of those people with the highest requirement.
2. The U.S. RDA can be used as a standard to compare the nutritional value of foods.
- a. U.S. RDA stands for United States Recommended Daily Allowances.
 - b. The U.S. RDA was developed as a simple way to state nutrition information on a food label.
 - c. In most cases, the U.S. RDA is the highest amount of protein, vitamins and minerals recommended for any group.
 - d. On a nutrition label, the amounts of 5 vitamins and 2 minerals must appear as percentages, in addition to protein.

B. Nutrients in Fast Foods.

1. Protein is usually provided in sufficient amounts.
2. Plenty of carbohydrates are supplied in fast foods as sugar and starch.
3. Most fast foods have high fat content.
4. Vitamins in fast foods.
 - a. Vitamin A is often not found in sufficient amounts
 - b. The B vitamins are generally adequate.
 - c. Vitamin C may be sufficient with french fries.

5. Minerals in fast foods

- a. Calcium is adequate only if milk, milk products or a milkshake are included.
- b. Fast foods usually supply 1/3 RDA of iron for men, but not for women.
- c. Fast foods are generally high in sodium.

6. Fast foods are usually very high in calories.

III. Applying Concepts of Nutrition to Choosing Fast Foods.

- A. A person must realize that when fast foods are selected, he loses in cost and control because fast foods are expensive and the menus limited, however, he gains in convenience and pleasure.
- B. When selecting fast foods, try to choose foods to supply vitamins and minerals, such as salads, vegetables, and milk products.
- C. When selecting fast foods, choose foods with a suitable calorie level for the individual.
- D. When selecting additional foods throughout the day, take into consideration your fast foods meal and make appropriate selections.

Student Activity
Eating On the Run

1. How is our lifestyle today different from lifestyle of our grandparents?
2. How does our lifestyle today affect our eating habits?
3. Is it possible to "eat on the run" and still get a balanced diet?
How?
4. How can we improve our meals when eating out?
5. List some healthful snacks and explain why they are better than empty calorie snacks and drinks.
6. List other factors which also influence our eating habits.

Student Information
Health Foods and Fad Diets

Food fads or crazes are ideas people have about food to promote, better health. Unfortunately, most fads are not well thought out, are not based on scientific proof and often are designed to goad susceptible people to buy a current best seller or join a select group or cult. Food fads generally lead to the greater expenditure of energy and money toward a fruitless goal as most do not meet their "healthy" claims. As teenagers in seeking to know the most about yourself and "what makes you tick", you may be susceptible to fad diets. Diets which are not supported scientifically are not recommended for any age group. Food fads usually fade but will most likely reappear in your children's generation and the cycle continues to go on if the truth is not disclosed. Some facts about food fads:

1. Health foods do not contain additives to preserve their self like. This is "great" if you are looking for a more "natural" diet, but food is not sold quickly in the health food stores. Without preservatives, the food is sometimes old and rancid. The cost of food in the health food store is generally much higher than the grocery store and the "natural", "more healthy" food you are looking for is costly and ironically inferior. Some of the "healthy" qualities claimed by health food fadist include: improve performance and endurance, sexual potency, cures for diseases' and the slowing down of the aging process. One of the more recent food fad diets is the "Hollywood Diet". Developed in California, this diet is extremely

attractive in that it appeals to those wanting to be like the "Stars". Pineapple and fruit lovers find the diet tempting and palatable but nutritionally this diet is extremely unbalanced and limited in that fruit is the main food for certain days. The source of nutrients of this diet are water and vitamin C only. Can you think of other food fads which you have read or heard about. Determine what nutrients are supplied by these diets and evaluate them in terms of calories and nutritional balance. Also determine what is the main attraction about these fad diets.

Student Self Check

Health Foods and Food Fads

1. What does "health food" mean to you?
2. What are some "health foods"?
3. What makes these foods healthy foods?
4. Why do some people think these foods are special?
5. What constitutes a fad diet?
6. What is the main food in the Hollywood Diet?
7. What food groups are absent in the Hollywood Diet?
8. What is the main nutrient supplied by the Hollywood Diet?
9. Why are people attracted to fad diets?
10. What kind of fad diet might attract you?

FOODS - NUTRITION

NUTRITION FOR THE ATHLETE

INTRODUCTION

Many high school students put extra demands on growing bodies by participating in athletic activities. While these activities are valuable in most cases in the development of healthy bodies, participants in athletics need to be aware of nutritional needs which must be met if athletic ability is to be enhanced and individuals are to remain healthy. In this module you will learn how food needs of athletes compare to those of persons not participating in such activities. You will see some of the dangers involved when athletes follow unsound practices involving food selection, water intake, salt intake, weight gain and loss etc.

Complete those learning activities in this module which will help you accomplish the task of the objectives.

OBJECTIVES

Identify special nutritional needs of persons participating in athletics.

Determine dangers involved in some practices related to nutrition for athletes.

CHECK-OUT ACTIVITIES

You may check out of this module when you can complete the Check-out Activity with eighty percent accuracy based on the information provided in the learner activities. Obtain the Check-Out Activity sheet from your instructor.

SUGGESTED REFERENCES

Smith. Food for Sport. Bull, 1976

Home Economics Meets the Challenge, Volume L, "Making Nutrition Relevant to Teenagers", pp 2-4

National Dairy Council. Food: Your Choice, Health, Level IV, Activities 4-9

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LEARNING ACTIVITIES

1. Read chapter two, "The Basic Diet" in Food for Sport. Plan a menu for one day which contains foods in adequate amounts from each of the food groups.
2. Look at the chart "Key Nutrients for Athletes" on page 396. Make a list of nutrient needs for athletes that are different from those for persons who do not participate in athletics.
3. On the RDA chart, page 397 find the number of calories needed by a person your age and sex. On the chart "Approximate energy Cost of Various Exercises and Sports" find your sport and the number of calories used per minute. Calculate the number of calories you would use if you participated in that sport for two hours. Add this to the total from the RDA chart to see how many calories (approximately) you would need each day if you spent 2 hours on your sport.
4. Interview a coach at your school concerning his/her recommendations for pre-competition meals. Compare these to the recommendations in Student Information "THE PREGAME MEALS", p. 399, and in "Making Nutrition Relevant to Teenagers", p. 3-5. Plan a menu for a pre-competition meal.
5. Unscramble the sentences in "Advice to Athletes" provided by your teacher. Choose three of these to write a brief paragraph about and/or explain to the class. (Supplemental Materials)
6. Read "DO'S AND DON'TS FOR ATHLETES" in Student Information. Explain to the class two dangerous practices related to athletes and their food and/or water intake.
7. Choose a situation from "Diets for Athletes" provided by your teacher. Write a paragraph giving advice to the person described about his/her diet. (Supplemental Materials)
8. Complete Student Self Check, NUTRITION FOR ATHLETES, p 40.
9. Work with your instructor to plan and carry out a related FHA/HERO activity.
10. Arrange with your instructor to complete this module by going through the CHECK-OUT ACTIVITY listed on the front of this module.
11. After you have completed these Activities, check with your teacher about planning extended Learnings.

KEY NUTRIENTS FOR ATHLETES

NUTRIENT	WHAT IT DOES	WHERE YOU GET IT	HOW MUCH DO ATHLETES NEED?
Protein	Build, maintain and repair all body tissue	Lean meat, poultry, fish, cheese, eggs, milk, dried beans, cereals, and breads	Athletes need the same amount as any average person of the same age and sex.
Carbohydrates (Sugar or Starch)	Supply energy Help body use fat	Starch: bread, cereal corn, potatoes, rice noodles, macaroni, etc. Sugar: honey syrup, jelly, jam, table sugar, fruits	May need more to meet increased energy needs. Best to increase starches because most teenagers get more than enough sugar.
Fat	Supply energy in compact form Help body use some vitamins	Butter, margarine, cooking oil, fat in meat and in milk, salad dressing	Most people get plenty so usually no need to increase
Vitamins	Work with enzymes to help cells function. Important in many body processes such as growth and digestion	A variety of vegetables and fruits Cereals and Breads Milk products and meat	Athletes need the same amount as any average person of the same age and sex. Supplements are not recommended.
Minerals	Build body tissue and regulate body processes	A variety of vegetables and fruits Cereals and Breads Milk Products Meats	Athletes need the same amount as any average person of the same age and sex. Supplements are not recommended
Water	Absolutely essential for all body processes	Water and other fluids	Athletes need more than others because he loses a great deal. Drink water often before and during competition.

RECOMMENDED DIETARY ALLOWANCES (RDA) 1979

Infants																				
0-5	13	24	kgx115	kgx2.2	1400	400	3	35	30	6	0.4	0.3	0.3	0.5	360	240	40	10	50	3
5-1	20	25	kgx115	kgx2.2	2000	400	4	35	45	8	0.6	0.5	0.6	1.5	540	360	50	15	70	5
Children																				
1-3	29	35	1300	23	2000	400	5	45	100	9	0.8	0.7	0.9	2.0	800	800	70	15	150	10
4-6	44	44	1700	30	2500	400	6	45	200	11	1.0	0.9	1.3	2.5	800	800	90	10	200	10
7-10	62	5	2400	34	3300	400	7	45	300	16	1,4	1.2	1.6	3.0	800	800	120	10	250	10
Males																				
11-14	99	62	2700	45	5000	400	8	50	400	18	1.6	1.4	1.8	3.0	1200	1200	150	18	350	15
15-18	145	69	2800	56	5000	400	10	60	400	18	1.7	1.4	2.0	3.0	1200	1200	150	10	350	15
19-22	154	70	2900	56	5000	300	10	60	400	19	1.7	1.5	2.2	3.0	800	800	150	10	350	15
23-50	154	70	2700	56	5000	200	10	60	400	18	1.6	1.4	2.2	3.0	800	800	150	10	350	15
51+	154	70	2400	56	5000	200	10	60	400	16	1.4	1.2	2.2	3.0	800	800	150	10	350	15
Females																				
11-14	101	62	2200	46	4000	400	8	50	400	15	1.3	1.1	1.8	3.0	1200	1200	150	18	300	15
15-18	120	64	2100	46	4000	400	8	60	400	14	1.3	1.1	2.0	3.0	1200	1200	150	18	300	15
19-22	120	64	2100	44	4000	300	8	60	400	14	1.3	1.1	2.0	3.0	800	800	140	18	300	15
23-50	120	64	2100	44	4000	200	8	60	400	14	1.2	1.0	2.0	3.0	800	800	150	18	300	15
51+	120	64	1800	44	4000	200	8	60	400	13	1.2	1.0	2.0	3.0	800	800	150	10	300	15
Pregnant	+300		+30	+1000	+200	+2	+20	+400	+2	+0.3	+0.4	+0.6	+1.0	+400	+400	+25	+30	+150	+10	
Lactating	+500		+20	+2000	+200	+3	+40	+100		+5	+0.5	+0.5	+1.0		+400	+400	+25	+30	+150	+10

These allowances are intended to provide for individual variations among most normal, healthy people in the United States under usual environmental stresses. Revised 1979.

Approximate Energy Cost of Various Exercises and Sports

	Calories Per Minute		Calories Per Minute
Archery	3.3	Judo	9.8
Badminton	4.9	Marching (Rapid)	7.1
Basketball	6.9	Running, cross country	8.2
Bowling	3.0	Running, Horizontal	
Boxing	6.9	9 min./mile	9.7
Canoeing		6 min./mile	12.9
Leisure	2.2	Skating	11.0
Racing	5.2	Skiing	5-13
Croquet	3.0	Skindiving	10-13
Cycling		Squash	10.6
Leisure	3.2	Swimming	
Racing	8.5	Breast Stroke	8.1
		Crawl, Slow	6.4
		Treading	3-8
Dancing			
Ballroom	2.6		
"Wiggle"	5.2	Table Tennis	5.5
Field Hockey	6.7	Tennis	5.5
Fishing	3.1	Volleyball	2.5
Football	6.6	Walking, normal pace	4.0
Golf	4.3	Wrestling	14.0
Gymnastics	3.3		
Horseback Riding			
Gallop	6.9		
Trotting	5.5		
Walking	2.1		

From Title IVC Nutrition Project Developed by Judy Joyce

Student Information

THE PRE-GAME MEAL

There is no magic food which can make a person win the game or dance better or run faster. However, what a person eats on the day of or prior to physical activity -- ballgame, parade, bicycle trip, race, etc. -- can have an effect on performance. Following the rules given below when planning to be especially active should help.

1. Eat enough to keep from feeling hungry or weak. Do not skip meals.
2. Be sure to eat early enough--about three hours before the activity--to be sure the stomach and upper intestinal tract are empty at the time of competition.
3. Avoid foods which may upset the digestive system--fatty or spicy foods, unfamiliar foods.
4. To prevent dehydration, drink plenty of liquids for two to three days prior to the event, drink two to three glasses of some beverage shortly before the event. Avoid whole milk because of high fat content and caffeine containing beverage. You could also drink fruit juices or fruit drinks. Drink plenty of liquids during the event, especially in hot weather.
5. Eat foods you are familiar with and prefer. If you believe a food will help you win you should be allowed to include it in a pre-game meal.

Liquid pre-game meals are on the market under various brand names. They can be used at the discretion of the coach. However, the athlete should have a chance to experiment with them and learn to accept them before they are used as a pre-game meal for a big event. These are nutritionally adequate and may not cause digestive upset as much as a regular meal when athletes are tense before events. However, they should not be used until athletes have come to understand their nutritional advantages and come to accept them. (Smith, 1976)

DO'S AND DON'TS FOR ATHLETES

1. DO get a complete physical examination before participating in athletics. Ask your doctor to check iron levels in your blood to determine if you need iron supplements. Many teenagers, especially females are deficient in iron. This deficiency, if not corrected, could cut down on athletic ability as well as affect your overall health.

2. DO eat a balanced diet which includes a variety of foods from each of the four food groups. Plan to satisfy energy needs mainly from these groups rather than with candy and other sweets.
3. DO drink plenty of water during physical activity to replace water lost in perspiration. Dehydration (severe lack of liquids in the body) can make you very ill, or if very severe, it can cause death. Many, many of the heat exhaustion cases among athletes are caused by failure to drink enough liquids to replace that lost in perspiration.
4. DON'T take salt tablets or use excess salt during or before vigorous activity or exercise. Excess salt actually causes less liquid to be available in the cells of your body. This contributes to dehydration rather than relieving it. For most sports, the athlete has enough salt already in his body. However, after a long period of excessive perspiration, a little extra salt on food will be all that is needed.
5. DON'T go on crash diets or take medications to achieve rapid weight loss. Wrestlers, particularly, sometimes feel they need to meet a specific weight class and are tempted to not eat or drink for long periods of time. This is dangerous practice. Young growing bodies need a constant supply of nutrients daily. One to two pounds of weight loss per week are safe. Athletes should not plan to lose more than this.
6. Do evaluate weight loss needs for specific sports early enough in the school year so that a reasonable balanced diet and increased exercise over a longer period will produce safe weight loss. When athletes attempt to starve off the pounds, they become weak and unable to perform as well as they would have had they eaten normally.
7. DON'T plan to get most of your energy from protein foods. Carbohydrates furnish a quicker, more efficient source of energy and is less expensive.
8. DON'T use protein supplements. A balanced diet with a variety of foods from each of the four food groups provides all the protein you need. Too much protein, especially if too little carbohydrates are eaten, can cause serious health problems.
9. DO follow your balanced diet plan and exercise program all year around--not just during the season for your sport. Your body will perform better, feel better, and be healthier.
10. DO consult a dietitian or reliable source such as Dr. Smith's book, Food for Sport when making decisions about your diet.

STUDENT SELF CHECK

Answer the following True-False questions.

- ___1. Athletes need a diet completely different than other young people.
- ___2. Playing croquet uses more energy than football.
- ___3. The category on the RDA chart that athletes need more of than other persons is energy.
- ___4. Athletes need to drink extra liquids.
- ___5. It is safe to loose 5 pounds per week.
- ___6. The pre-game meal should include lots of protein.
- ___7. The athlete should eat the pre-game meal at least three hours before the event.
- ___8. Athletes need to take salt tablets to replace salt lost in sweat.
- ___9. Water drunk during vigorous physical activity helps prevent dehydration.
- ___10. Carbohydrate foods are a good source of energy for the athlete.

STUDENT SELF CHECK

ANSWERS

1. F 2. F 3. F 4. F 5. F 6. F 7. F 8. F 9. F 10. F

FOODS - NUTRITION

WEIGHT CONTROL

Introduction

Weight control rivals the weather as a topic of conversation in this country. Millions of pounds are lost and regained each year. Teenagers often believe that they are under or overweight. In this module you will learn how to judge an acceptable range for your own weight and how to develop eating habits to keep within this range.

Complete those learning activities in this module that will help you accomplish the task of the objective.

Objective

Determine safe and effective ways to achieve and maintain the proper weight.

Check-out Activity

Obtain the Check-out Activity, WEIGHT CONTROL, from your evaluator and answer the questions. Eighty percent of the questions must be answered correctly based on the information provided in the learning activities.

Resources

Food. . . Your Choice, Level 4, Home Economics. National Dairy Council.

"Anorexia Nervosa: Deadly Dieting." Current Lifestudies. Dec. 1978.
"Diet Guide, " Co-ed November 1981, pp 79-82.

Wesley & Ruddy. "Fad Diets. . ." Forecast. November 1981, pp. 23-36

Student Information. Recommended Height-Weight Chart.

Student Information. How's Your Weight?

Filmstrip series: Shaping Up. Polished Apple, 3742 S. Lahorn Drive, Malibu, CA 90265. Part II - "Exercise."

LEARNING ACTIVITIES

1. Write down what you think your height and weight are. Also write down whether you think your frame (bone structure) is small, medium,

or large. Have your height, weight, and frame checked for accuracy. Then record your opinion of your weight--to thin, too heavy, or OK.

2. Check Student Information, HEIGHT WEIGHT CHART, to see what your weight should be for your height, frame, and sex.
3. Compute the percentage you are over or underweight if your weight does not fall within the acceptable range.
4. Discuss your weight with the teacher or a friend if your opinion of your size differs from the chart recommendation.
5. Read Student information, HOW'S YOUR WEIGHT? pp.---
6. Prepare a report on one of the following topics: Beanpole Special, Pudgy, Pudgy; Hold that Weight; or The Chart Lies. Include additional information beyond that found in Student Information as well as suggested diets and exercise programs.
7. Complete the following activities from Food . . . Your Choice, Level 4: No. 6 - "Helpful Tips When Helping Yourself;" No. 7 - "Are you Unbalanced?" No. 12 - "Promise Me Anything. . . But Make Me Lose Weight."
8. View the filmstrip series Shaping Up.

WEIGHT TABLE FOR ADULTS

Height without Shoes	Weight without Clothing		
	Small Frame	Average Frame	Large Frame
Men			
	Pounds	Pounds	Pounds
5'4"	122	133	145
5'5"	126	137	149
5'6"	130	142	155
5'7"	134	147	161
5'8"	139	151	166
5'9"	143	155	170
5'10"	147	159	174
5'11"	150	163	178
6'	154	167	183
6'1"	158	171	188
6'2"	162	175	192
6'3"	165	178	195
Women			
5'	100	109	118
5'1"	104	112	121
5'2"	107	115	125
5'3"	110	118	128
5'4"	113	122	132
5'5"	116	125	135
5'6"	120	129	139
5'7"	123	132	142
5'8"	126	136	146
5'9"	130	140	151
5'10"	133	144	156
5'11"	137	148	161
6'	141	152	166

Student Information

HOW'S YOUR WEIGHT?

How does your own idea of your weight match the recommendation in the Height/Weight Chart? If your weight is within the recommended range, fine. If your idea of your own size matches the chart reading, that is also good. You have a clear direction for what you need to do about your weight, if anything.

Beanpole Special. If your mirror and the charts say you are too thin, you have a problem many people might envy. You seem to stay thin no matter what or how much you eat. Sometimes teenagers are very thin for a while after they have suddenly grown taller. Eating regular meals that provide all the calories and nutrients your body needs is important. After that, you can add snacks without worrying about too many calories. Just don't let snacks that have calories but few nutrients keep you from getting a diet that is nutritious. Sometimes eating more meals per day helps if your stomach can't hold enough at one time.

As a teenager you have the highest calories and nutrient needs than any other time in life. There are exceptions to this statement. Pregnancy, lactation, extra activity, illness, or injury may create a need for more calories and/or nutrients as an adult than you need now, but these conditions might also add to your present nutritive needs.

If you are too thin there are several things to consider. You may not be eating as much as you think you are. Checking your calories in relation to your activities is a good way to find out if you really are eating enough to gain weight. It usually takes an added 500 calories to gain 1 pound of weight. If you find that you are really getting as many calories as you need, that you feel hungry a lot and have a good appetite, chances are that nature will take care of your thinness in time. Body growth is not always even during adolescence. After you have grown in height, it may take a while for your weight to catch up.

On the other hand, if you are seldom hungry and have a poor appetite, a change in your diet and eating pattern may be needed in order to gain weight. A lack of vitamins may be the cause of poor appetite. Thus, getting a balanced diet may actually improve your appetite so that you want to eat. Snacking on sweets all the time can be a problem. It can destroy your appetite for other foods. If you lack certain vitamins, one symptom may be a craving for sweets. Thus, a vicious circle develops.

People who need to increase the amount they eat usually have to do so gradually. It is hard to step up your caloric/nutrient intake very much all at one time. Get your stomach in shape by a gradual increase.

Pudgy, Pudgy. Many teenagers are overweight. For most, the cause is eating more calories than their bodies need. The remedy sounds simple: eat less and/or get more exercise. Your body converts into fat any calories that are not needed for basic metabolism, growth, and activity. Many people have not developed the self-discipline to follow this remedy of eating less and exercising more. It often means changing a long-term eating pattern.

You must also check carefully the amount of a food you eat. People often forget that a piece of cake twice the size of the serving size for which calories are listed has twice the calories.

People who are more than 20% overweight for their height and body build are called obese. People who were obese children may have a little more trouble getting down to the recommended weight and keeping that weight. Persistent effort will pay off. Regardless of how much overweight you are, you should try to lose only one or two pounds a week. Gradual weight loss is healthier and is more likely to lead to permanent weight loss.

Eating a balanced diet that includes all the nutrients is the basis for a good reducing diet. This is particularly important when trying to reduce, because you may otherwise cut out essential nutrients. There are many foods you can cut out or reduce that contain few if any nutrients besides those that give calories. Fats, carbohydrates, and protein all give calories. It is important not to cut out any one of these groups but do cut down on those that provide few other nutrients.

Many people look for some miracle diet to lose weight. Some of the diets promoted as miracle diets may cause a person to lose weight fast. They may also ruin your health. Diets that produce weight loss fast do not give lasting results. Pounds lost are mostly water caused by a chemical change in the body. Water is not fat. As soon as you are off the diet, the weight comes back fast. Most of these diets are not ones people can stand to stay on long--which is probably a good thing since they are seriously deficient in key nutrients.

Other diets advertised to burn up body fat set up ketosis in the body. This may prove dangerous or even fatal unless the body is carefully monitored under medical supervision.

People often say that it runs in their family to be fat. In most cases it is simply the eating pattern followed by the whole family that causes them to all be overweight. Many people still think that chubby children are cut and healthy. They may have urged you to eat food you didn't really need as a child. If this is part of your problem, you may have to really work to change your eating behavior, but it can be done.

If you eat too much and recognize that fact, you have mastered the first step in a weight loss program. On the other hand, you may eat

more than you think. Start by recording carefully everything you do eat along with the amounts. Check the calories and compare with what you need. Then check your activity level. After that, you can tell more as to whether you need to cut calories, increase activity, or both.

In checking calories, it is important to remember snacks. The little snack you ate because you skipped lunch may have had more calories than you would have had in lunch. Hidden calories must also be checked. Count the calories in the extra butter, sugar, mayonnaise, and other salad dressings you added to your food. You can easily have more calories in what you added to a baked potato than in the potato itself.

Other people rely on diet pills to lose weight. Again, these don't work or may cause side effects if they do. People who take diet pills that really do keep them from getting hungry may find that they are a "nervous wreck" and can't sleep. Alternating between diet pills and tranquilizers can become a dangerous routine.

An exercise program should be included with your weight loss effort. Not only will you be able to lose weight a little faster this way, you will not get flabby as you lose. You may find that you can even get more exercise to lose weight without reducing calories, but that depends on how much you need to lose and how many calories you are already getting.

Hold That Weight. Lucky you if your chart said your weight is within an acceptable range. Even so, you should evaluate your diet to see that you are getting all the nutrients you need. The best plan is to eat foods containing sufficient nutrients before adding the extras. You don't automatically have a good diet because your weight is normal.

Perhaps you have areas of the body that are too heavy even though your overall weight is OK. Exercise is the best way to reduce a specific area of your body if that is the case. Exercise can be tailored to tighten up muscles and take off inches in one area.

Keep in mind that people tend to gain weight as they get older (at least up to a point--elderly people often lose weight). Thus, if you continue eating the same amount in your 20's as you do now, you can soon start adding pounds. You may be exercising more now than you might be later. Calories needed just to keep the body functioning (basal metabolism) decrease with age. Now is the time to start building a lifetime pattern of sensible eating and exercise.

The Chart Lies. Perhaps you do not agree that the weight listed in the chart as being normal is right for you. The chart includes a range, so it is possible you might look and feel better to gain or lose a few pounds while still keeping within the normal range.

It is possible that you might weigh a little more than the chart suggests and still not be fat. This may be particularly true if you are very solid. A muscular person and one who gets little exercise may weigh the

same but have different dimensions. If you look too plump for the weight suggested, perhaps you need a good exercise program. Girls are sometimes afraid of getting too muscular, but that seldom happens.

Another reason you may not feel that you should weigh what the chart suggests is that it may be difficult to determine precisely what your bone structure is. If you said you have a medium frame and it is actually small or large, your recommended weight would differ. If you think this may be the problem, compare your waist size to that of other people who are about your height. This is not an absolute test, but is an indication. Also use the pinch test to determine how much excess fat you have.

Another reason that teenage girls may think that they would be too fat if they weighed what the charts recommend is that they based their ideal on fashion models and TV stars. The camera makes people look larger, so to show off clothes well (and wear styles impossible for the average person to look well in), they try to stay excessively thin.

Older women who strive to stay excessively slender may become nervous and irritable. Teenagers who follow this practice can ruin their health for life. Excessive dieting can be particularly harmful before reaching full growth and can be disastrous preparation for pregnancy.

An obsession about weight can lead to a very serious problem--anorexia nervosa. This condition usually affects young females rather than males. With this illness, people are often convinced that they are too fat even when they are actually gaunt or "a skeleton covered with skin." In addition, they are often quite active and engage in strenuous exercise even when feeling faint. It is estimated that one out of every 100 teenage girls in the U.S. are afflicted by anorexia nervosa. It is a very serious problem that can lead to illness or death if untreated.

The illness may begin with stringent dieting. After a while the victim may become ill when she eats. If you or someone you know has reached this stage, it is important to get help. If you have been dieting excessively and now no longer get hungry, check your actual calorie intake so that you do not reach this stage. Later hospitalization and other extensive treatment will be required to overcome the illness, and treatment is not always successful.

Conclusion. Until recently it was generally accepted that it was better to be underweight than to be overweight. Now we are recognizing that some severe problems are associated with being underweight as well as overweight. In fact, recent studies suggest that being moderately overweight may have less serious health consequences than we thought. The extreme concern some people have developed about weight control and the way they go about losing weight may be as harmful as carrying a few extra pounds.

This is not to suggest that we forget about striving for normal weight. You will look better, feel better, and have better health if you achieve a normal weight through proper diet and exercise.

STUDENT SELF-CHECK WEIGHT CONTROL

Directions: Write true or false for the following statements on a separate sheet of paper. Tell why false statements are wrong. Check your answers with those provided on page 00.

1. Weight control means keeping your weight down to the normal range.
2. The normal range for what you should weigh depends on your height, sex, and size of your frame.
3. It is the vitamins and minerals in food that cause you to gain weight.
4. A diet that includes the basic nutrients is the basis for both a diet to lose and gain weight.
5. The safest and most effective reducing diets are those that emphasize one type of food.
6. Anorexia nervosa can be overcome by a person through sheer will power even in advanced stages.
7. A teenager who has normal weight is likely to stay the same weight throughout adulthood by continuing with the same number of calories.
8. The normal weight for a small framed person is higher than that for a person with a large frame.
9. Teenagers need more calories than adults.
10. Only people who need to lose weight need to be concerned about an exercise program.

WEIGHT CONTROL
KEY

1. False. Weight control means keeping within the normal range, which may mean gaining weight, losing weight, or maintaining present weight.
2. True
3. False. Vitamins and minerals do not give calories. Only fats, protein, and carbohydrates have calories. You will gain weight if you get more calories than your body uses.
4. True
5. False. Such diets are dangerous because they do not include many essential nutrients, and they may result in weight loss because of chemical reactions. Even though they may work fast, people cannot stand to stay on them long and gain weight again fast since what was mainly lost may have been water.
6. False. A person with strong will power may be able to stop the process of anorexia nervosa in early stages if he or she recognizes the problem in time. A well developed case requires hospitalization and extensive treatment.
7. False. Teenagers need more calories than adults. If they continue to eat the same number of calories, they will begin weight in adulthood.
8. False. The Skeletal frame of a large boned person weighs more than that of a small boned person to begin with.
9. True
10. False. A person needs to gain weight will also benefit from exercise because it helps stimulate the appetite (except that people with anorexia nervosa often are very active even though they don't eat) People with normal weight can help keep it that way and have better muscle tone with exercise. People who need to lose weight can do so faster if they exercise along with reducing calories. Exercise helps convert food to muscle rather than fat.